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ABSTRACT

This catalog, the sixth in a series of annual listings of special adult education projects, is designed to keep practitioners in the field of adult education informed about projects funded by states under section 310 of the Adult Education Act. Included in the catalog are descriptions of a total of 243 projects focusing on the following program areas: adult basic education, administration, adult performance level and life skills, counseling, community linkage, corrections education, dissemination and diffusion, evaluation, employability, English as a second language, general educational development, high school diplomas, learning disabilities, recruitment, staff development, tutoring, technology, and women. Each program description contains some or all of the following: a project title, the name and address of a project contact person, a list of program objectives, a detailed description of the project goals and procedures, information concerning the amount and duration of project funding, a description of the target audience(s) of the project, a list of products developed during the project, and an evaluation statement. Appended to the volume are indexes of the projects according to title, subject, and state as well as an index of over 120 products of all kinds created during projects conducted in fiscal year 1983. (MN)

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CLEARINGHOUSE ON ADULT EDUCATION

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL & ADULT EDUCATION
WASHINGTON, D.C. 20202 - 3588

ED235371

CATALOG OF ADULT EDUCATION PROJECTS
FISCAL YEAR 1983

U.S. DEPARTMENT OF EDUCATION
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CE 037288

INTRODUCTION

The Catalog of Adult Education Projects for Fiscal Year 1983 is the sixth in a series of annual listings of special adult education projects. It is designed to keep the field informed about projects funded by states under Section 310 of the Adult Education Act.

Some categories that have appeared in previous years have been eliminated this year. They are Competency-Based Adult Education, Assessment/Testing, and Older Adults. For the first time, this year Technology (TEC) is a category, with 21 entries.

This catalog contains appendices we believe will enhance its usefulness: Appendix A lists project titles by category; Appendix B lists subjects (key words) found in project titles; Appendix C lists projects by the states that funded them.

Appendix D lists over 120 products of all kinds created by projects during the year. Some projects have identified exactly how their products may be obtained; some have not. To obtain products, please use the project contact as a starting point.

We hope you find the Catalog useful. If there are questions or suggestions about the publication, contact the Clearinghouse on Adult Education in the Office of Vocational and Adult Education, U.S. Department of Education, Washington, D.C. 20202-3588.

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ADULT BASIC EDUCATION

TITLE Adult Drop-out and Parenting Training (ADAPT) ABE-1

CONTACT Pike County Board of Education (205) 566-1850
109 E. Church Street
Troy, Alabama 36081

DESCRIPTION

The Pike County Board of Education recognizes that large numbers of their adult population are illiterate or have not completed high school graduation requirements and will recruit, organize, and conduct community education classes in conjunction with their adult education classes. The target population will be illiterate adults, members of the Brundidge Unit of the National Guard who are high school dropouts, and teenage pregnancy dropouts.

FUNDING

$13,500

TITLE Remedial Education for Adult Learners ABE-2

CONTACT Margaret Tucker (205) 269-9111
Montgomery Public Schools
307 South Decatur Street
P.O. Box 1991
Montgomery, Alabama 36197

DESCRIPTION

In response to the Governor's goal of the eradication of illiteracy for the State of Alabama, this project will attempt to alleviate illiteracy and academic deficiencies through a planned, systematic thrust in Remedial Education for Adult Learners (REAL) who are of the low socio-economic strata of society. In an effort to teach as many adult learners as possible, the learning activities will take place in the community of the adult learners in the public facilities available, i.e., community centers, housing projects, and recreation centers.

FUNDING

$13,000

TITLE Self Teaching Adult Reading (STAR) Program ABE-3

CONTACT Denver Anderson, Ed. D. (205) 539-2111
Huntsville City Schools
P.O. Box 1256
Huntsville, Alabama 35807

DESCRIPTION

The purpose of this project is to develop a sequential beginning reading program for adults which will require minimum teacher assistance.

The proposed objectives are as follows:

1. To bring non-readers and very low-level readers through second-grade level so that they will be able to work more independently with materials available at the Adult Learning Center.
2. To retain a larger number of the non-readers and very low-level readers who enroll at the Adult Learning Center.
3. To increase the number of non-readers and very low-level readers who enroll at the Adult Learning Center.
4. To organize and develop a reading program for self-teaching for non-readers and low-level readers.

FUNDING

$11,500

TITLE Community Education and Attalla Public Library Joining Hands To Develop a Reading Program for the Level I Learner

ABE-4

CONTACT Wendall Hubbard (205) 538-5054
Attalla City Schools
101 Case Avenue
Attalla, Alabama 35954

DESCRIPTION

This project will develop a unique Level I reading program. It will be co-sponsored by the Attalla City Public Library and the Attalla Community Education Program. A separate room in the library will be designed to meet the needs of adult non-readers and low-level learners. The room is designed for learners to have several options: (1) listening to poetry, novels and popular or classical literature through headphones while following along word-for-word in the accompanying library book; 2) working at their own level on learning to read in a traditional way using materials that emphasize consumer education and other essential life skills; 3) choosing from high reading materials that use accompanying tapes.

FUNDING

$13,500

TITLE Adult Language Immersion Program ABE-5

CONTACT Jesus Cardona (602) 898-7888
Director
Mesa Unified School Dist.
549 N. Stapley Drive
Mesa, AZ 85203

OBJECTIVES

1. To increase individualization of instruction for adults.
2. To provide a balanced curriculum allowing instructors to present skills sequentially or in singular focus.
3. To motivate students through an active learning environment built around interesting and enjoyable materials.

DESCRIPTION

This will be a demonstration class utilizing the Hoffman SL Center featuring computer managed instruction, multisensory materials and prescriptive instructional materials.

FUNDING

$7,700 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom Teachers, Administrators/Coordinators, Volunteers, Paraprofessionals

EVALUATION

Student success.
External evaluation.

TITLE Handbook for new ABE/GED teachers in Arkansas

ABE-6

CONTACT Berta Dargen (501) 743-300

Director of Adult Education
North Arkansas Community College
Pioneer Ridge
Harrison, Arkansas 72601

OBJECTIVES

A handbook for new ABE/GED instructors will be developed, published and disseminated to all new adult educators in Arkansas.

DESCRIPTION

A questionnaire will be sent to current adult educators in Arkansas by September 1982, for their suggestions on information helpful to new adult educators (such as testing and teaching materials and techniques, recruitment ideas, skills necessary in ABE and GED, etc). This information will be compiled in a handbook, distributed to and evaluated by Arkansas adult educators. The final copy will be available through the Arkansas Adult Education Section.

FUNDING

$1,292 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom Teachers

PRODUCT

The handbook will include topics such as:

suggested testing and teching materials and techniques,
sample forms (entry, attendance, etc.),
sample publicity releases, and
skills to be taught in ABE and GED level programs.

This information would be helpful to new instructors who have no experience in adult education.

It is anticipated that the handbook will be completed by December 1982, distributed and evaluated by adult educators in Arkansas during the Spring 1983. A limited number of copies will then be available through the Arkansas State Department of Adult Education. A minimal charge to cover cost of reproduction might be charged for dissemination outside of the state.

EVALUATION

During spring, 1983, a questionnaire will be sent to all recipients of the handbook. They will be asked to evaluate the contents and offer further suggestions of helpful hints for new instructors. This second edition will be printed and given to all Adult Education area supervisors, who will then be responsible for distributing it to all new adult educators in the future.

TITLE Special Services for Rural Adults ABE-7

CONTACT Lloyd Royston (904) 476-5410
Dean, Continuing Education
Pensacola Junior College
1000 College Boulevard
Pensacola, FL 32504

OBJECTIVES

1. To establish three centers to provide signed services to one hundred twenty-five students each for four months.
2. To train twenty ABE teachers in various techniques needed to provide special services to rural adults.
3. To provide special services to three hundred and seventy-five rural adults in the areas of educational, vocational, personal and career counseling. To assist with their remedial and refresher education.
4. To enroll one hundred and fifty of these students in regular ABE, GED, College Prep, medical prep, vocational or collegiate programs. To assist seventy-five in securing employment.

DESCRIPTION

The first week is devoted to testing, counseling, and acquainting the student with the purpose of the project. Counseling and remedial and tutorial services are provided on an as-needed and -requested basis. Referrals to various ABE levels, GED or the areas are made based on individual test results. The center is staffed with a full time counselor/coordinator, two to three teachers are available on a rotating basis at all times. The working bases are staggered so that the bases center is opened twelve hours a day. A Saturday morning and Sunday evening option is available. Each student through process evaluation and with the aid of the counselor and teacher evaluates his/her needs and develops an assignment contract to facilitate the competencies required to achieve his/her special service needs. An objectives output form with planned and actual accountability forms monitors students progress.

FUNDING

$40,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Rural Residents

EVALUATION

Evaluations will be made for each objective. The learning experiences of the teachers will be determined by a rating scale, personnal conferences and observation. A self appraisal form will be administered as a pre and post assessment tool. Evaluations will be made from each student's written contract which will be interfaced with an "Activity Input - Output Sheet." The actual number placed for continuing education and jobs will serve as an additional source for evaluation.

TITLE Developing a Sequential/Progressive Basic Skills Program for Level 1 (Gr. 1-5) within a General Education Mastery Curriculum ABE-8

CONTACT
Fred Murata (808) 671-7176
Project Director
Waipahu Community School for Adults
94-1211 Farrington Highway
Waipahu, Hawaii 96797

OBJECTIVES

The goal of this project is to develop a sequential/progressive program in the basic skill areas of reading, writing, computation and oral communication to meet the educational needs of native speakers of English at the grade 1-5 levels of achievement. Immigrant adults may be included.

DESCRIPTION

a. To refine the instructional objectives of the sequential/progressive basic skills program at the lower levels of achievement (Gr. 1-5) and to relate these objectives to the GEM Continuum.

b. To identify or develop as needed instructional materials most appropriate for each level, with emphasis on the grades 1-5 objectives.

c. To identify instructional strategies for each GEM level, with emphasis on the grades 1-5 objectives.

d. To provide inservice training to support the development and implementation of the GEM Continuum, with emphasis on the grades 1-5 levels.

e. To develop testing, counseling, and evaluation procedures for the GEM Continuum, with emphasis on the grade 1-5 levels.

f. To disseminate information as appropriate on the GEM Continuum, with emphasis on the grade 1-5 levels, to community schools for adults and other interested persons in the State.

FUNDING

$14,431 September 1982 - June, 1983

TARGET AUDIENCE

Handicapped/physical or mental, Older Adults, Educational Level - Grades 1-5, Adults with limited English language skills

PRODUCT

Project report for Phase 1 of this project was submitted to the Office of Instructional Services, Department of Education. A copy of it may be secured by writing to the State Department of Education.

EVALUATION

Both formative and summative evaluation will be included in the evaluation plan for the project. To ensure credibility, evaluation assistance will be requested from the Evaluation Section in the Superintendent's Office (see attachment for evaluation plan).

TITLE Holmes County ABE Homebound Project ABE-9

CONTACT Willie L. Thomas (601) 834-2175
Holmes County School District
ABE Supervisor
P. O. Drawer B
Lexington, Mississippi 39095

OBJECTIVES

1. To upgrade the work potential of the adult.
2. To provide for self-improvement to enable students to better meet their adult responsibilities.
3. To offer supplementary education opportunities to eliminate inability of adults to speak, read and write. Use the homes as centers for training and upgrading basic communications.

DESCRIPTION

Program instructions and flexible scheduling of class activity provides for individualized instruction with the student working at his own pace. The subject matter will be determined by the interest and need of each student. The program will provide organized review in all of the basic education areas and each of the areas covered on the GED test. Classes will meet throughout the Holmes County area, and classes will be taught by certified techers from Holmes County School District. Program will serve the homebound ABE students of Holmes County that are unable to attend classes.

FUNDING

4,972 August 1, 1982 - June 30, 1983

TARGET AUDIENCE

Handicapped/Physical, Institutionalized/Health

EVALUATION

The Holmes County Adult Basic Education Program evaluation will include the number of students enrolled in the program and the number of students that make noticeable progress in each area of study at the conclusion of the program and also the number of students that successfully complete the GED test during or at the conclusion of the program.

TITLE A "Daytime" for Adults ABE-10

CONTACT Dr. Eugene Doran (601) 728-7751
Director, Continuing Education
Northeast Mississippi Junior College
Booneville, Mississippi 38829

OBJECTIVES

The project makes available the adult learning lab during daytime hours to those ABE level I adults who are either unemployed or displaced to the point where daytime instruction is desirable. Level I adults will be recruited from the five-county service area. Project will be coordinated with existing ABE program in the Northeast district.

DESCRIPTION

1. Individualize instruction via learning lab approach.
2. Nursery and transportation available.

FUNDING

$9,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Educational Level I, Women, Unemployed

EVALUATION

Evaluation will be based on participation in lab activities, number of children placed in the day care center, and the number of participants utilizing bus transportation.

TITLE RALLI (Resource Adult Learning Lab for Individuals) ABE-11

CONTACT Ed W. Simpson, Sr. (601) 562-5262 Ext. 243
Supervisor, ABE
Northwest Mississippi Junior College
Senatobia, Mississippi 38668

OBJECTIVES

To reach those potential ABE students who are unable to participate in the regular ABE program. This project is designed to appeal to those who can participate at a time of their discretion and convenient to their schedule.

DESCRIPTION

1. Make available free access to learning materials.
2. Provide individual help through a resource instructor.
3. Utilize a learning lab approach through a prescribed instructional program for each individual adult student.
4. Conduct a follow-up report on each student when practical.

FUNDING

10,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Minority Ethnic Group/Black, Handicapped/LSD adults, Older Adults, Educational Level - ABE, Institutionalized/Health

TITLE Project Return ABE-12

CONTACT Nancy Wegge (314) 789-3951
ABE Coordinator
Jefferson College
Hillsboro, Missouri 63050

OBJECTIVES

To establish self-supporting Adult Basic Education classes on-site at three school districts in Jefferson County. To develop and test procedures for implementing similar programs in other school districts which would be self-sustaining using state aid.

DESCRIPTION

To develop and test a system whereby dropouts and potential dropouts will be identified by the high school counselor and administrative staff and contacted by the project director for possible entry into the on-site Adult Basic Education Class.

To develop and test a system of in-service training to acquaint counselors and secondary school personnel with Adult Basic Education philosophy generally and project objectives and procesdures specifically for future maintenance of project classes.

To develop and test a system for transfer of responsibilities from project director to secondary school personnel to enable each school system to continue the program following completion of the 310 project.

FUNDING

$7,658 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Educational Level/K-12, Rural Residents, Administrators/High School Principals, Counselors, High School Dropouts/age 16 to 21.

PRODUCT

To develop and print 700 copies of the final report by July 10, 1983.

EVALUATION

To have the project evaluated within 30 days of its conclusion by a minimum of a 3-member team: one member to be selected by the state Adult Basic Education director, one by the project director and one mutually agreed on.

TITLE Peer-Mediated Instruction ABE-13

CONTACT John Westbrook (201) 229-8440
Brookdale Community College
Newman Springs Road
Lincroft, New Jersey 07738

OBJECTIVES

1. To develop and field test 25 peer-mediated instructional modules.
2. To develop a management system which will incorporate the peer-mediated instructional materials.

DESCRIPTION

This project will design an instructional management system using peer-mediated instruction as is the core approach. The peer-mediated approach will be incorporated into 25 instructional modules. They will be developed, used in an ABE class, and refined during this project.

FUNDING

$7,000 July 1, 1982 - June 30, 1983

TITLE GRASP

ABE-14

CONTACT Carol E. Bartlett (518) 793-7721
Project Director
Washington-Warren-Hamilton-Essex Counties
Board of Cooperative Educational Services
Dix Avenue
Hudson Falls, New York 12839

OBJECTIVES

To reach and serve rurally isolated, educationally and often economically disadvantaged adults; to serve adults unable to attend on-site classes due to problems with work schedules, transportation, child care, etc. To use community agencies as a source of referrals, to assess educational needs of all referrals, and to recommend options open to them: in-place ABE units, volunteer tutorial assistance, packaged home-study via state library system delivery, other alternative approaches deemed necessary.

To refine and continue development of home-study program for adults reading between 4.0 and 8.9 grade levels.

To prepare handbook for program replication.

DESCRIPTION

Project staff makes direct contact with agency network personnel informing them of assistance offered their clients by project GRASP staff. A contact person has been named by each interested agency, and the contact person uses an established referral system to recommend students. Upon receipt of referrals, project staff meets with client to counsel and to conduct an educational needs assessment. The staff evaluates client, and recommends to both agency contact and client the best option for meeting educational needs. Entry to the program is open-ended.

A program of home-study was developed for reading level 6.8 and above. The staff is still field-testing home-study materials for reading levels 4.0 - 6.7. Home-study packets are individualized, and are delivered to the student via the library or bookmobile in his/her community. Much of the success of this project is the total cooperation of the regional library system.

FUNDING

$15,000 July 1, 1982 to June 30, 1983

TARGET AUDIENCE

Handicapped/physically disabled, older adults, educational level/0-8.9 rdg. level, rural residents, institutionalized/correctional, adults with limited English language skills, volunteers, women, unemployeed

PRODUCT

Replication: A handbook for project replication is being developed for a Fall 1982 workshop. It will include sample forms, assignments, etc., and will be written for the administrator/instructor who wishes to put such a program in place. A limited supply will be available at cost after January 1, 1983.

EVALUATION

Project staff keep bi-monthly progress records for each student in the home-study portion of the program. The student is re-evaluated each time an assignment packet is returned (every two weeks). Student Time/Study sheets give immediate feedback to staff as to difficulty of assignment for the student.

TITLE Literacy Volunteers of New York City ABE-15

CONTACT Dianne Kangisser (212) 873-4462
Executive Director
Literacy Volunteers of New York City
160 West 78th Street
New York, NY 10024

OBJECTIVES

1. To offer small group instruction as well as one-to-one instruction to all students at Manhattan sites and Brooklyn Central site.
2. To develop topic-based curriculum and materials for instructional use in five small groups.
3. a. To develop a tutor training manual for use in training both volunteers who lead groups and those who teach one-to-one.
   b. To develop a training workshop for volunteers in how to lead small groups.

DESCRIPTION

- Assessment through tutor/student meetings and questionnaires of students' instructional needs.
- Recruitment of tutors willing to lead small groups.
- Writing of topic-based materials to be piloted in small groups.
- Writing of training materials to be piloted in tutor training workshops.
- Assessment through tutor and student meetings and questionnaires of effectiveness of curriculum and training materials.

FUNDING

$43,000 July 1, 1983 - July 1, 1983

TARGET AUDIENCE

Minority Ethnic Group/Black and Hispanic, Educational Level (below 6th grade reading level on oral diagnostic reading test), Urban Residents, Volunteers, Unemployed

PRODUCT

1. Topic-based curriculum and materials for instructional use in small groups that will best suit beginning readers (6th grade and below) and will support instruction.
2. Tutor training manual for use in training both bolunteers who lead groups and those who teach 1-1.

EVALUATION

Objectives 2 and 3 (a and b) are product objectives. Progress on their development will be reported in first three quarterly reports. The products themselves will be sent with the final report. Accomplishment of objective 1 will also be assessed in quarterly reporting.

TITLE Adult Basic Education
Instructor Mini-Grant

ABE-16

CONTACT Jean H. Daniels
Martin Community College
Williamston, NC

OBJECTIVES

ABE instruction is generally provided by instructors who have full-time employment or other responsibilities that prohibit the exploration and evaluation of available materials. Many teach in school buildings or other facilities that make it necessary to be a "suitcase" instructor. Time is another prohibitive factor in reviewing materials adequately. Consequently, a descriptive instructional guide which lists materials by subject and level of difficulty will be most beneficial to the ABE instructor. The objectives to be accomplished are listed below:

1. To develop an instructional guide that lists materials by subject and provides descriptive information.
2. To seek input from instructors regarding the design of the instructional manual.
3. To include a course outline for basic skills instruction for students functioning on Level I (004) and Level II (5-8) grade levels.
4. To provide each instructor with an instructional guide to be used in requesting materials for students.

TITLE Adult Student Magazine ABE-17

CONTACT Tana Reiff-Sodano
Director
118 Nevin Street
Lancaster, PA 17603

OBJECTIVES

The primary objective of this project is to produce three issues of a student-oriented magazine focusing on the benefits of ABE/ESL/GED in Pennsylvania and providing informational and motivational instructional material for adult students. The magazine, to be written at reading levels controlled for ABE-1, ABE-2, ESL, and GED students, will be accompanied by a Teacher's Guide. The secondary objective of ADULT STUDENT magazine is to use the magazine for the enhancement of public awareness of ABE/ESL/GED efforts.

FUNDING

$23,665 August 1, 1982 - May 31, 1983

TITLE Multiple Optional Staff Development and Instructional Program for Rural Adult Basic and Adult High School Students

ABE-18

CONTACT
Joe Rickards
Adult Education Coordinator
Garfield School District
145 East Center
Panguitch, UT 84759

OBJECTIVES

The purposes of this project are to develop a training program to train community school administrators in the skills, techniques, and understanding that are essential for implementing and evaluating a successful multiple option instructional program for adult basic and adult high school students.

DESCRIPTION

1. Develop and design a training program for community school administrators that will have immediate practical application in meeting the needs of adult high school and adult basic education students in rural settings.
2. Train four community school administrators and support staff in the skills, understandings, and techniques that are essential in developing and implementing an effective multiple option instructional program appropriate to the varying needs, learning styles, and adult responsibilities of adult basic and adult high school students.
3. Develop and implement a multiple option instructional program for adults who lack a high school diploma and/or the basic education skills needed to function in society.
4. Determine the effectiveness of the multiple option instructional program, including staff development, in providing adult basic and adult high school students in the Garfield County School District with learning options appropriate to their varying needs and circumstances.
5. Provide USOE with a final report which identifies the procedures and content of a staff development program and the processes and criteria for implementing a multiple option instructional program for adult basic and adult high school students.

FUNDING

$13,800

TITLE Interagency Outreach
(Through Public Health Nurses)

CONTACT Gail Dowling (802) 456-8837
Director
Vermont Institute for Self-Reliance
Box 66
East Calais, VT 05650

OBJECTIVES

Provide educational opportunities in an isolated mountain town to adults who have not completed high school. Students will be served by a teacher once a month, but they will receive work, in between visits, from the state-wide correspondence program.

DESCRIPTION

A teacher will accompany a public health nurse on her once monthly clinic visits to an isolated mountain town. A church building will house the well-child and/or WIC clinic and, in separate rooms, a volunteer-manned day care center and an ABE mobile laboratory and in separate rooms, a volunteer-manned day care center and an ABE mobile laboratory and classroom. When parents have completed clinic visits, they will leave their children in the day care room and attend the ABE clinic where a variety of situations will be occurring: educational assessments, GED pre-testing or actual testing, group discussions (the public health nurse may be a part of several discussions throughout the year), individual tutoring help with lessons done during the month or with new lessons, and skills instructions through audio tapes and a computer.

FUNDING

$1,050 July 1982 - June 1983

TARGET AUDIENCE

Educational level 0-8, Rural Residents, Classroom Teachers, Volunteers, Young Parents

EVALUATION

Informally, evaluation will be done by the number of students attending clinics. Student progress will be evaluated by measuring the goals set initially by each student.

TITLE Correspondence Course ABE-20

CONTACT Gail Dowling (802) 456-8837
Director
Vermont Institute for Self-Reliance
Box 66
East Calais, VT 05650

OBJECTIVES

To enable intermediate students (those who have some gaps in basic skills and are unable to apply their skills within a problem-solving context) to:

a. Read, comprehend, and interpret newspapers, magazines, informational pamphlets, and all other reading material encountered in daily living.
b. Use written material as a resource.
c. Apply the principles of basic mathematics to everyday problems.
d. Apply knowledge of correct English usage, structure, and spelling to practical writing situations.
e. Pass the GED.

DESCRIPTION

After an initial survey, a packet of work is prescribed and sent; new work is assigned based on the completed work, and the process is continued until the student reaches his goals. As many of the students who study through correspondence are reluctant readers, the premise has been made that "relevant" readings from newspapers, magazines, and pamphlets will retain attention as well as encourage a student to read more on his/her own. Each reading lesson is chosen according to the needs and expressed interest areas of the student and checks the student's understanding of the ideas and information, as well as developing vocabulary. Most reading lessons include exercises in logical and critical thinking, making inferences, and application. In math, a student basically works from a book, but is given individual lessons to supplement the book work when needed. Because a student learns to write from writing, a short writing assignment is part of each packet; individual English lessons are given to help with any problems that occur in the writings. Skills are recorded as they are attained; when a student has acquired the skills necessary for successful completion of the GED, he/she may then take it.

FUNDING

$38,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older Adults, Educational Level Grades 5-8 (Intermediate), Rural Residents, Institutionalized/Correctional

PRODUCT

Presently, 1300+ individual lessons are coded and indexed according to level, skill, and content areas and are placed in sectioned notebooks. As they are developed, new materials are added to the index. The index and notebooks are up-dated as new materials come in. The materials are available to all Vermont ABE staff and volunteers.

EVALUATION

Each packet contains a short form that evaluates the length, difficulty, and appropriateness of the complete assignment. Many individual lessons allow the student to evaluate his/her own undesrstanding of the skill presented. Several lessons require a finished product, serving as an evaluation of that lesson to both the teacher and student. The number of students completing the course, taking the GED, and successfully passing the GED is the ultimate evaluation. Referrals from students, as well as their comments, informally helps to evaluate the course.

TITLE Diagnostic Prescriptive Modules Curriculum in Mathematics and Writing Skills

ABE-21

CONTACT Gary L. Van Horn (304) 258-4852

Vocational Director
Morgan County Board of Education
903 South Washington Street
Berkeley Springs, West Virginia

OBJECTIVES

Development of diagnostic prescriptive modules in math and writing/English skills.

DESCRIPTION

Programs consisting of 70 modules in math and 70 modules in writing skills will be developed. Local field testing will be done and the materials reproduced later for general use. The prescriptive phase will be correlated with materials currently used in most learning centers and ABE classes.

FUNDING

$5,347 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Educational Level ABE

PRODUCT

Seventy modules each in math and reading/English skills. The level of the modules will range from third or fourth grade to grade eight.

Project results will be available after the conclusion of the project, June 30, 1983.

EVALUATION

Local field testing will be conducted as the modules are developed. Final evaluation will not be completed until the materials have been used and revised in many programs throughout the state.

ADMINISTRATION

TITLE A Consortium Effort in Adult Education Between a Vocational-Technical School, Community College, Local School District and The State Department of Education ADM-1

CONTACT Berta Dargen (501) 743-3000
Director of Adult Education
North Arkansas Community College
Pioneer Ridge
Harrison, Arkansas 72601

OBJECTIVES

To link resources and personnel in a vocational-technical school, community college, local school district and the State Department of Adult Education

DESCRIPTION

With budget cuts looming in the future it is imperative that institutions coordinate and cooperate more in their efforts to provide services to their clients. For the past year North Arkansas Community College has been providing instruction in basic literacy skills for thirty students at the local vo-tech school. The need to expand this program is great, yet no additional money is available from the college, local school district or vo-tech school. The State Department of Adult Education will provide funding to allow a teacher from the college's adult education program to offer this instruction five afternoons a week. An aide from the local public school GED program will help two of the afternoons/week. The teacher and aides will work very closely with the vo-tech counselors and instructors in offering basic instruction in reading and math for at least fifty vo-tech students who lack many of the literacy skills necessary for their new occupation. The vo-tech school will provide classroom space, some teaching materials and office supplies and referrals to the program.

FUNDING

$7,640 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

50 functionally illiterate vo-tech students, rural residents

PRODUCT

A special course syllabus will be developed for this program. It will list special assignments in textbooks appropriate for each vo-tech student. Upon completion of these assignments, the student should have achieved the literacy skills necessary for his new vocational field.

The findings of this project would be of interest to adult educators working in a vocational-technical setting or anyone interested in learning how to develop a consortium effort involving several types of education institutions.

EVALUATION

Regular monthly meetings with the vo-tech counselors and adult education staff will assure that students are receiving the proper remediation. The students, counselors and instructors at the vo-tech school will be asked to periodically evaluate the project through questionnaires. The progress made by the students, retention rate and successful completion of the vo-tech courses by the student will also service as evaluation criteria.

TITLE Redesign/Formulate Adult Basic Education Annual Report Form ADM-2

CONTACT T. J. Scott (501) 534-0749
Supervisor
Adult Education Center
623 West 2nd
Pine Bluff, Arkansas 71601

OBJECTIVES

1. To Develop a revised ABE Annual Reporting Form to meet the Adult Education Program Needs.
2. To deliver the completed form to the State Department of Education, Adult Education Section, and make recommendations for statewide usage.

DESCRIPTION

1. Develop and disseminate to Adult Educators in the state a survey to adequately assess reporting needs.
2. Select task force for developing ABE Annual Report Form.
3. Meet to formulate report items.

FUNDING

$2,000 July 1, 1982 - October 31, 1982

TARGET AUDIENCE

Administrators, annual reporting

PRODUCT

An updated Adult Basic Education Annual Reporting Form in keeping with the needs of the Adult Basic Education Program statewide.

EVALUATION

An evaluation will be made by the Staff of the Adult Education Section, Department of Education

a. Prior to dissemination

b. At the conclusion of the fiscal year, after form has been used by LEA's.

TITLE Adult Education: Survival in the 80's ADM-3

CONTACT Mary Richert (317) 362-8877
Director, Research and Evaluation
New Educational Directions, Inc. (NED)
814 East Market Street
Crawfordsville, Indiana 47933

OBJECTIVES

The major objectives of the project are to provide Adult Education administrators with new program management strategies including,

- techniques and strategies resulting in expanded coordination with other public agencies,
- strategies for additional cost efficiency,
- a promotional plan for Adult Education, and
- strengthening of the Adult Education networking system.

DESCRIPTION

A management workshop is planned for Adult Educators in Indiana. Input for the workshop and for other products will be provided by a Promotions Committee composed of 10 members of Indiana's Adult Education community.

FUNDING

$21,835 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Directors

PRODUCT

A Management Strategy Workshop will be conducted to provide program management skills for local program administrators. Workshop sessions will focus on the following topics: implementing cost effective strategies, networking, seeking supplemental sources of funding, coordination with other public agencies, organizing local legislative campaigns, and action planning. A Survival Manual, which summarizes the management strategies, will be developed. A committee consisting of local program administrators will develop and coordinate a Statewide Promotional Campaign for adult education. A self-study for local programs will be developed.

EVALUATION

All products and processes will be evaluated continually by the project's Promotions Committee. Specific products will also be evaluated as follows:

- o Two-day Workshop: evaluation forms - to be completed by workshop participants.

- Promotional Month: evaluation forms - to be completed by local program directors and state level staff.
- Survival Manual: review by the promotions committee.
- Networking: evaluation forms - to be completed by local program directors and state level staff.

Additionally, the most rigorous project impact evaluation question is, "What lasting benefits did the adult education community derive from the project?"

In addition to the tangible project products, the agenda of the last meeting of the Promotions Committee will address planning for next year's Promotions Month. The Networking Process is also on-going and of lasting benefit to the adult education community.

TITLE Standardized Models for Follow-up Assessment and Reporting of Enrollment/Financial Data ADM-4

CONTACT Dr. H. Jack Pfeiffer (217) 525-3144
Principal
Springfield School District #186
Lawrence Adult Center
101 East Laurel
Springfield, Illinois 62704

OBJECTIVES

1. To evaluate and amend a proposed system with instructions for an Adult Education Standardized Exit Procedure to be adopted statewide by Adult Education programs.
2. To develop a system with instructions for an Adult Education Long-Term Standardized Follow-up Assessment to be adopted statewide by Adult Education programs.
3. To develop a system with instructions for an Adult Education Standardized Procedure for Reporting Student Hours of Instructions and Local Expenditures for certain Adult Education programs not funded by the Illinois State Board of Education.
4. To develop an accounting process which reports more accurately populations served by Adult Education programs and demonstrates more appropriately their cost effectiveness.

DESCRIPTION

1. Test sites will be selected to include a broad range of programs, funding sources, and community characteristics.
2. Formats for data collection will be researched and developed.
3. In-service training will be given to local staff with on-site assistance as follow-up.
4. Continuous monitoring of project will be conducted to determine the reliability and validity of the reported data.
5. A final set of forms and procedures with instructions will be developed for statewide adoption.

FUNDING

$64,704 August 1, 1982 - June 30, 1983

TARGET AUDIENCE

Program directors, counselors, and support staff

PRODUCT

The finished product will include the models with instructions that can be adapted by Adult Education programs throughout Illinois. All forms and handbooks will be ready for duplication and dissemination. These systems for both long-term follow-up and data collection could be utilized to provide more accurate and up-to-date information to administrative personnel and other interested parties.

To date there exists a final report for the project to develop an Adult Education Standardized Exit and Follow-up Assessment Models. The cost for this report is $5.00 and can be obtained by contacting the Lawrence Adult Center, Springfield, Illinois 62704. The final products of this project will include the field-tested model in its final form by the Exit and Follow-up model and a field-tested model for the collection of financial and enrollment data. Both products should be available after June 30, 1983 for the cost of duplication and mailing.

EVALUATION

The evaluation design will be comprised of charts, tables, and graphs which will provide the measurable statistical data consistent with the state goals and objectives. An attached narrative will include the project recommendations and conclusions. As a final evaluation, the finished product will reveal the models in package form ready for duplication, dissemination, and adaptation to Adult Education programs throughout Illinois.

TITLE Manual of Funding Sources For ABE Program Managers ADM-5

CONTACT Scott C. Lehman (216) 841-2272
Supervisor, Office of Special Programs
Warren City Schools ABE
P.O. Box 391
Warren, OH 44482

OBJECTIVES

Research and develop a comprehensive listing of all available ABE related alternative funding sources available and found to be practical throughout the country.

Provide directions for managers on appropriate contact and follow-up with these alternative sources.

Provide specific direction in the implementation of alternative sources within, and in addition to, existing ABE programs.

DESCRIPTION

Members of the regional advisory committee will assist in the development of the state and national survey instrument.

State ABE directors will initially respond to the survey and will be asked to determine how appropriate the survey results will be to their local needs.

One of the activities of the project will be to compile data on how various programs coordinate resources with each other as well as with outside agencies and organizations.

Increasing demand for ABE services has resulted from the continuing economic decline and increase in both short and long term employment.

With diminishing resources at all levels (local, state and federal), local ABE program managers must find new and alternative sources for program funds and other usable program resources such as space, supplies and equipment.

Based on our experiences relating to other local and out of state programs, original and resourceful methods of funding are in existence and need to be documented within one easy-to-follow manual.

FUNDING

$9,498 September 1, 1982 - August 31, 1983

TARGET AUDIENCE

Program Managers

PRODUCT

All data will be collected and published in a comprehensive manual which includes all contacts, descriptions and directions for implementation into typical ABE Programs.

Project Products will be available 8/1/82.

EVALUATION

All data will be compiled as part of the comprehensive manual. This will include but not necessarily be limited to the following:

a. Specific description of funding source, contact persons and descriptions of applicability to local programs.

b. Directions to managers regarding proven approaches to be used to meet with success.

c. Based on program experience, ideas will be provided which can be used to supplement existing program such as where to find tutors, who can provide materials, space etc., at little or no additional cost to existing programs.

TITLE Administrative Survey of Fiscal Year 1982-83 ABE Program in Pennsylvania ADM-6

CONTACT John Cica (717) 787-4860
Director
Bureau of Planning, Research, Evaluation and Dissemination
Research and Evaluation Division
333 Market Street, 12th Floor
Harrisburg, PA 17108

DESCRIPTION

This project proposes to continue the collections of the annual ABE program data and management information project. The collection enables the Pennsylvania Department of Education, through the Division of Adult Education and Training Programs, to comply with federal ABE programs-data requirements and to provide the Commonwealth with a data report of ABE programs in Pennsylvania.

FUNDING

$59,470 July 1, 1982 - June 30, 1983

TITLE ABE State Planning and Evaluation Support Service of the PA ABE Program Improvement Clearinghouse ADM-7

CONTACT Erma D. Keyes (717) 872-3481
Director
Stayer R & L Center
Millersville State College
Millersville, PA 17551

DESCRIPTION

Millersville State College plans to operate an ABE Program Improvement Clearinghouse as a service center for state and local ABE programs and personnel in Pennsylvania. Planning and evaluation activities, structured by the Division of Adult Education and Training Programs, will by physically and fiscally managed by the clearinghouse in accordance with staff-developed procedures approved by state personnel. Management services required for those activities will include the following:

(1) notifying participants about group sessions

(2) organizing session materials, equipment and facilities

(3) making arrangements for meeting sites, consultants and participant accommodations

(4) dispersing program funds for incurred expenses

(5) maintaining procedural and financial records

FUNDING

$28,401 July 1, 1982 - June 30, 1983

ADULT PERFORMANCE LEVEL

LIFE SKILLS

TITLE Level I Reading Center Program APL-1

CONTACT W. C. Majors (205) 937-3110
Project Director
Baldwin County Board of Education
175 Courthouse Square
Bay Minette, Alabama 36507

DESCRIPTION

This project will develop a reading center as a demonstration project for expanding an adult basic education program with the community education concept and with major emphasis on a Level I reading program to be used for implementing the Adult Performance Level. The non-reader or low-level reader may come to this center at his own convenience in order to receive diagnosis and perscriptive instruction for his particular reading problems.

FUNDING

$14,500

TITLE APL Career Maturity

CONTACT Tom Brawner (205) 395-2211

Project Director

Southern Union State Junior College

Wadley, Alabama 36276

DESCRIPTION

This project will provide seven regional adult career education classes for over 100 undereducated and underemployed adults. The project will implement APL Occupational Knowledge and Community Resources for low level APL students. Besides addressing career preparation and placement, this project will begin career education with the foundations of self awareness, career awareness, career exploration, and career choice. Local businessmen will be recruited as volunteers to assist the students in learning the realities of career pathing. The project will adapt curriculum to provide low level APL adults with career maturity and an understanding of the community and educational resources available for their career and self-improvement.

FUNDING

$10,000

TITLE Life Skills Modules APL-3

CONTACT Shirley Heymann (602) 257-3182
Director
Phoenix Union High School District
525 N. 7th Street
Phoenix, AZ 85006

OBJECTIVES

Life Skills Curriculum Modules will be adapted to the needs of students with special problems.

DESCRIPTION

Life Skills Modules will be adapted to:

1. Provide individualization.
2. Provide more practice at the PP-2 reading levels.
3. Provide more skill reinforcement by task analyzing and breaking the teaching skills down into smaller components.
4. Provide a simple overview of classroom tasks.
5. Adapt pre-tests to a lower reading level.

FUNDING

$4,257 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, paraprofessionals

PRODUCT

Curriculum Guide to be used with special population.

EVALUATION

Student progress

TITLE California Adult Student Assessment System (CASAS) APL-4

CONTACT Patricia L. Rickard (714) 268-9578/79
Project Director
San Diego Community College District
7405 Mesa College Drive
San Diego, CA 92111

DESCRIPTION

A series of brief placement tests and procedures will be developed that identify the level of any given student's ability to handle both basic academic skills, as well as life skills, using a minimum of both student test time, scoring time and staff interpretation time. Students can use this information to choose among available options for training, placement testing for training, predictive testing for possible certification or certification/credentialling testing. Eventually, various program modules within ABE and ESL programs can become competency-based in that a student could gain credit from course work by demonstrated competence in course content.

FUNDING

$209,857

TITLE Enhancing Survival Skills of Rural Adults Through Outreach Education and Peer Support APL-5

CONTACT Angela C. Richardson (904) 222-6111
Project Director
Tallahassee Urban League, Inc.
923 Old Bainbridge Road
Tallahassee, Florida 32303

OBJECTIVES

1. To recruit and enroll a minimum of 25 adults (16 years or older), from three rural communities of Leon County, Florida who have had at least four, but less than twelve years of schooling, in a class to provide basic survival skills needed to effectively cope and survive in their living environment.
2. To utilize a team of paraprofessional teaching assistants who are indigenous to the rural community.
3. To develop and implement a process whereby members of the targeted population may provide input into determining the specific skills and educational goals to be addressed by the program.
4. To conduct proposed instructional and group activities from facilities located directly within the targeted communities.
5. To facilitate a group process of support and peer involvement which will enable program participants to improve their self-image and develop positive attitudes and motivation towards ABE as an effective resource to improve the quality of life.

DESCRIPTION

Phase One

1. Recruit and train capable paraprofessionals who are indigenous to rural community. They will serve as assistants in teaching survival skills to program participants. They will be provided an intensive three-week training programs to help them develop this capability.
2. Develop outreach and recruitment strategies.
3. Conduct a pre-assessment to determine survival skills needed by target groups.
4. Develop a teaching plan which addresses needed survival skills indicated by the pre-assessment.

Phase Two (9 months)

1. Conduct weekly survival skills classes for rural adults. Classes will be conducted by paraprofessionals teaching assistants under the coordination and direction of a professional Outreach Coordinator.
2. Classes will be conducted within each targeted rural community. Each class will consist of a maximum of 5 adult students ("tribe"). There may be more than one "tribe" in a targeted rural community.

3. Weekly skills class will last from 2 to 3 hours and will be held at available community facilities, i.e., community school, church, community center, etc.
4. On a monthly basis, all "tribes" will meet together at a mutually convenient location to further share concerns and feelings; offer each other support in the learning experience; and, engage in processes of problem-solving, decision-making, and goal-setting based upon their newly acquired skills. This monthly joining of "tribes" will be termed "Nation".

Phase Three (One Month)

1. While programmatic assessment and evaluation will be an on-going activity, it is planned that this period be devoted to the preparation of a study of recommendations and implications for the design of similar educational programs for rural adults.

FUNDING

$31,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Those with 4th to 11th Grade Educational Level, Rural Residents, Paraprofessionals

EVALUATION

As project has only recently been started, evaluation instruments have not yet been developed. However, it is planned that an on-going system of assessment and evaluation will be developed under the coordination of a researach consultant.

A pre-assessment survey will be developed to aid in the preparation of a teaching plan for survival skills.

A summative evaluation study will be developed at the conclusion of the project to provide an analysis of the short-term impact of the program on the participants, as well as a comprehensive follow-up plan for determining long-range programmatic impacts on the targeted communities.

TITLE Development of a Competency-Based Program for Lower Levels of Achievement (Grades 0-8) at Aiea Community School for Adults through Adaptation and Augmentation of Project CLASS (Competency-Based Live Ability Skills) APL-6

CONTACT
Yukio Toguchi (808) 487-3657
Administrator
Aiea Community School for Adults
98-1278 Ulune Street
Aiea, Hawaii 96701

OBJECTIVES

The goal of this project is to improve student achievement of basic competencies at the lower levels (grades 0-8) through the development and implementation of an effective competency-based program.

DESCRIPTION

The first-year of project focused on adaptation and augmentation of competency-based curriculum modules as presented by ABE group in Clovis, California and material printed by LifeSchool. Methodology included:

1. Review and select modules for classroom teaching.
2. Gather materials for use with module.
3. Instruct and adapt module.
4. Evaluate and revise module.
5. Augment, edit, rewrite and prepare module for printing.

The second-year of project will focus on field testing of modules revised in the first year and, following methodology above, develop additional units to revised stage.

FUNDING

$20,990 October, 1982 - June 1983

TARGET AUDIENCE

Minority Ethnic Group (Speakers of English as a second language from Southeast, East Asia), Older Adults, those with education level of grades 0-8 (approximate reading level), Rural Residents, Immigrants, Adults with Limited English Language Skills

PRODUCT

Instructional modules (revised) on Post Office, My Family, Getting Along in the U.S.A., All About Me, Restaurants, Job Application, and Staying Healthy

These units were developed for basic levels of ABE students (reading levels 1-6). Pre and post-testing are included, and instructional mode best suited to the use of modules is ABE class, focusing on English as a second language. The Job Application module may work best with students of reading level at 5-6 grades.

Revised modules are in Xerox'd form and, after field-testing this current school year, may, as project funds provide, be available in printed form. This material may be ready by August 1983. Cost is unknown.

EVALUATION

Evaluation instruments include:

1. Checklist of the degree to which project plans and schedules were carried out.
2. Computation of the number of modules indicative of the extent of usage of Project CLASS modules.
3. Survey of students and instructors to measure the degree of positive attitudes expressed toward modules.
4. Report of informal comments, anecdotes.
5. Modifications, in terms of extent and nature to accommodate local conditions and interests, relevancy of place and geographic references, cultural identifications, illustrations, drawings and consistency with high school competency-based program.

TITLE Identification of Educational Needs and Development of Materials for Serving Senior Citizens

APL-7

CONTACT Kathy Brock (712) 324-2587
ABE Coordinator
Northwest Iowa Technical College
Sheldon, IA 51201

OBJECTIVES

1. Identify areas of self-felt educational need and interest among non-institutionalized senior adults.
2. Develop educational material, on topics identified under project.
3. Provide programming to senior adults on developed topics.

DESCRIPTION

Set up advisory committee, conduct interest survey of all Dinner Date participants in local area and also those receiving meals on wheels. Using survey results develop materials on high priority topic areas. Develop topics so that they can be used in a 15-minute presentation, in a one or two hour class over the radio or in a newspaper series.

FUNDING

$6,362 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older Adults

PRODUCT

Topics for which materials have been developed include: "High Blood Pressure--How to Deal With It," "A Low Salt Diet," "Living Off Social Security," "Living With Diabetes," "Cooking for 1 or 2 Nutritionally and Economically," and "Health Insurance for Senior Citizens."

A teaching packet is being prepared, which includes basic unit, copies of relevant news articles, copies of pamplets, etc.

At completion of project the units themselves will be available at cost with a list being provided to interested individuals on where pamphlets, etc. can be obtained.

EVALUATION

Instructors using materials in field testing will complete a reaction sheet. All senior citizens attending any of these classes will also react to program.

TITLE Adult Basic Education/
Adult Tutorial Program

APL-8

CONTACT Nathan Weeks
Director
Adult Education Programs, Inc.
Box 283
West Ossipee, New Hampshire 03890

(603) 323-7330

OBJECTIVES

1. To provide basic educational instruction to undereducated adults in Carroll County, New Hampshire.
2. To recruit, train, and supervise volunteer tutors who provide instruction to undereducated adults.
3. To recruit students into the ABE/ATP and/or refer them to other appropriate programs.
4. Students in the program achieve a GED certificate, reading skills and a higher level of competency by studying life coping skills (APL).

DESCRIPTION

The approach utilized is individualized instruction.

The students are interviewed, tested, and study outlines are prepared.

The coordinator then assigns a tutor to the student or instructs that student herself. Periodic follow-up by the coordinator serves to evaluate student progress and continuity of instruction.

Tutors are recruited and trained and issued certificates of competency. The tutors receive instruction in basic reading--Right to Read and Literacy Volunteer programs as well as advanced teaching techniques and testing.

The program's orientation is toward the students, meeting their educational needs, and working with their particular environmental restraints of lack of transporation finances.

FUNDING

$22,627 August 15, 1982 - June 30, 1983

TARGET AUDIENCE

Handicapped, educational level under 12th grade, rural residents, and adults with limited English language skills

PRODUCT

A major focus in our programs is the materials we train tutors with. We develop materials to aid tutors working with students in Adult Education.

Students will receive a special newsletter this Spring reviewing program activities. In addition to agency news, the letter will include goods and services students are offering to the public.

Our programs include citizens from various backgrounds, occupations, and levels of education. The materials we provide will meet success because they were requested by tutors and students from our classes, tutorial program, and office contacts.

EVALUATION

Various test instruments are used to measure progress: READ test, TABE test, APL test. Students have noticeably improved from pre-testing results.

A significant percentage of students have advanced to a level which qualifies them for GED preparation.

TITLE Project Reason APL-9

CONTACT Nancy Fogleman (814) 359-3069
Director
Central Intermediate Unit (CIU) #10
Centre County Vocational-Technical School
Pleasant Gap, PA 16823

DESCRIPTION

PROJECT REASON proposes to develop a unique and relevant problem-solving curriculum that can be instituted in local ABE classrooms. Its structure will provide adult educators with new methods and materials, by which to effectively teach reasoning skills. The curriculum content, to be based upon the day-to-day dilemmas faced by ABE students, will include the following:

1. an innovative 4-step problem solving process
2. ten sample problem modules
3. accompanying lesson guides and supplementary visual materials.

FUNDING

$6,840 July 1, 1982 - June 30, 1983

TITLE Language Arts for Beginners APL-10

CONTACT Sherry Royce (717) 569-8561
Director
Lancaster-Lebanon I.U. #13
Box 5026
Lancaster, PA 17601

DESCRIPTION

LANGUAGE ARTS FOR BEGINNERS will develop and field test language arts and consumer mathematics materials for ABE beginners that use basic reading and mathematics to teach life skills content. The project will use nontraditional activities such as games, puzzles, experience stories, and role play situations to flesh out the lesson plans suggested by the 310 BASIC SKILLS MADE EASY. A teacher's manual, accompanying the materials, will suggest strategies for working with low level adult readers, detail instructional techniques, and outline methods for integrating basic reading and mathematics with life skills information.

FUNDING

$7,389 July 1, 1982 - June 30, 1983

TITLE Development of a 0-4 Consumer
Mathematics Curriculum
Development for the ABE Student

APL-11

CONTACT Robert W. Zellers
Director
Education Division
University of Pittsburgh at Johnstown
Johnstown, PA 15094

(814) 266-9661
Ext. 343, 344

DESCRIPTION

The project will develop a consumer mathematics curriculum for the 0-4 ABE student. The curriculum will include both techniques and materials that can be packaged, economically reproduced, and be distributed to local adult educational programs. The mathematical concepts stress the skills necessary and practical for the adult in his day-to-day living experiences.

FUNDING

$25,634 July 1, 1982 - June 30, 1983

TITLE Coudersport Area Consumer Mathematics Curriculum Guide

APL-12

CONTACT Donald E. Kelsey (814) 274-8055
Director
Coudersport Area School District
Coudersport, PA

DESCRIPTION

The proposed Coudersport Area Consumer Mathematics Curriculum Guide is designed for use with 0-4 level ABE students. The curriculum guide organizes beginning mathematics into a structured sequence presentation of computational skill. As each skill is mastered, consumer-based problem solving is introduced to evaluate the student's using the math skill in solving consumer problems.

FUNDING

$2,588 July 1, 1982 to June 30, 1983

TITLE Curriculum Development in Language Arts and Consumer Mathematics APL-13

CONTACT Susan K. Allan (412) 463-8578
Director
ARIN Adult Learning Center
220 North Fifth Street
Indiana, PA 15701

OBJECTIVES

A curriculum for language arts and consumer mathematics, appropriate for 0-4 level ABE students, will be developed, evaluated, and disseminated. The curriculum of guidelines, strategies, and techniques will also include a diagnostic assessment instrument, teacher and student materials, a resource listing, and a pilot study. Curriculum efforts and program design towards development of functional competencies is indicated in the Commonwealth of Pennsylvania Adult Education State Plan - Needs Assessment. The emphasis of the project will be to develop curriculum focused upon competency skills directly related to life responsibilities and their applicability to life roles and employment skills.

FUNDING

$4,227 July 1, 1982 - November 30, 1983

TITLE A Project to Teach the Concepts of Charts and Graphs to Adult Basic Education Students APL-14

CONTACT Dr. Delight Willing (206) 235-2464
Director
Renton Vocational-Technical Institute
3000 NE Fourth Street
Renton, WA 98055

OBJECTIVES

To develop a set of competency-based instructional materials, guidelines for their use, and instructional aids for teachers to assist in the improvement of instructional practices in adult education/targeted at the improvement of basic reading and comprehension skills needed to function effectively in the adult environment.

FUNDING

$2,760

TITLE Project Senior APL-15

CONTACT Jean Owsley (307) 864-3273
Adult Education Coordinator
NOWCAP/State Department of Education-
Wyoming
101 South 10th
Thermopolis, WY 82443

OBJECTIVES

1. Provide *educational experiences for persons over age 55 in Hot Springs County, WY. Programs presented will follow requests/suggestions found through a county-wide survey conducted in June 1980. *Educational defined in broadest terms to include recreation, cultural, informational as well as academic experiences.
2. Provide one-on-one and other home-based experiences for isolated, home-bound Seniors.
3. Promote inter-agency cooperation to accomplish the goals and objectives of Project Senior.

DESCRIPTION

A survey was conducted at the beginning of Project Senior. As a result the following programs were offered to the Senior population of this county:

Aerobics for Seniors
Alcoholism
Art: oil painting workshops, woodworking demonstrations
Bridge
Coping with Loss: Loss of Spouse, Learning to Grieve, Ordeal of Change
CPR
Cult Awareness
Defensive Driving
Drugs for the Elderly
Estates and Wills
Federal Government: What Next? A workshop with Claude Pepper
Fire Hazards and Prevention
Hearing/Hearing Aids
Hypothermia
Living on a Fixed Income
Mini-Medical Series (Courses are offered every quarter)
Nutrition
  Courses are offered every quarter, but vary from time to time. Examples include: Salt, Vitamin C, Iron, Psychology of Overeating.
Personal Financial Planning
Rape Prevention
Stress Reduction
Water-Cise: Water exercises for arthritis sufferers
Wyoming History/Hot Springs County History

Course content, materials, facilities, etc. for each course have been designed, developed or written by the individual instructor. Each instructor has an expertise, advanced or special training in the course he/she offers. Additionally, each instructor reviews the attached information sheet on teaching older adults with a Project Senior staff person.

The Water-Cise and Senior Aerobics are particularly successful and have unique contents. However, the course outlines are too lenghty for this report but are available upon request to Project Senior, 415 Springview, Thermopolis, WY 82443. (307) 864-3273.

Advertising and promotion of courses are conducted by all cooperating agencies through radio, newspaper, word-of-mouth, flyers, posters, announcements on special Senior radio programs, at lunches at the Senior Citizens' Center, special invitations, newsletters, journals and public speaking engagements.

FUNDING

May 1980 - December 1982

TARGET AUDIENCE

Older Adults, Rural Residents, Classroom Teachers, Volunteers, Paraprofessionals

PRODUCT

Project Senior will produce one handbook/report describing this project. That handbook will include the needs assessment and evaluation tools; a guide for instruction of older Americans; course descriptions and outlines; methods of developing and sustaining inter-agency cooperation; effective promotion means as well as a statistical overview and comments on the success/failure of Project Senior.

(The handbook/report will be available December 1982. Postage fees only will be charged.)

Video tape (15 minute) of class sessions, interviews with students and instructors describing courses. Available from Project Senior, 101 South 10th, Thermopolis, WY 82443.

EVALUATION

Upon completion of Project Senior's implementation year (May 1982), evaluations and interviews of participants, instructors and cooperating agencies were conducted to determine the effectiveness, impact and change resulting from this pilot project.

COUNSELING

TITLE Counseling the ABE Student C-1

CONTACT Dr. Marjorie Dole (501) 273-7736
Counselor
Benton County Learning Center
610 S.W. "A"
Bentonville, Arkansas 72712

OBJECTIVES

To train Adult Education teachers and administrators in counseling techniques.

To provide low-cost materials to workshop participants which are appropriate for use with adult education students.

To create an awareness of resources available in their own communities which might be used by Adult Education teachers when counseling their students.

DESCRIPTION

A four-hour workshop will be held in five geographically-strategic locations in the state. All adult education teachers, administrators, and counselors would be encouraged to attend. Flyers and informational brochures would be sent to all centers.

Workshop participants would receive a packet of materials. Role-playing would be included as part of the workshop procedure. Dr. Marjorie Dole, a licensed professional counselor, would be the workshop leader.

FUNDING

$1,997 September 1, 1982 - May 31, 1983

TARGET AUDIENCE

Classroom teachers, adult education administrators, and counselors.

EVALUATION

Workshop evaluation form will be completed anonymously.

Also, we will spot-check through questions in large group sessions and listen to role-playing situations to ascertain participants' grasp of material presented.

TITLE Training Mentors for Educational Counseling of Adult Learners C-2

CONTACT Elizabeth Singer (305)632-1111
Coordinator for Adult Curriculum &
Staff Development
Adult & Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

OBJECTIVES

Train adult and continuing education staff and a minimum of 30 persons representing businesses and community agencies as educational counselors (mentors) to adult learners.

Compile a directory of consistent educational opportunities within the community to be used by trained mentors.

Develop an educational counseling manual to be used in future training of mentors and as a reference to those trained by this project.

Develop a feedback mechanism to aid cooperating educational institutions in assessing learning needs of adults seeking employment or currently employed within businesses, industry, and agencies.

DESCRIPTION

Staff training session is planned on "marketing" techniques for creating linkages with businesses and agencies to obtain commitment to project. Three workshop sessions (motivational seminars) are to develop needs assessments and focus on aspects of adult learning, educational planning, educational resources, psychology of goal setting, and needs assessment of community's educational desires. A task team of adult educators and community agencies will compile the directory of educational options, information on terminology, financial aid, and brief description of educational institutions. Directory will be available to individuals, libraries, agencies, and businesses. Educational counseling manual to be developed through training sessions and use of audio tapes. Manual to be used by those persons trained as mentors as a reference and for future training sessions of new mentors. The feedback mechanism will demonstrate that through the educational counselor (mentor), adult learners will have an advocate for educational needs to be met on site of employment or when seeking employment at that site. The educational institutions will have a two-way communication system for determining educational needs and providing up-to-date information on educational services and programs to adults within the community.

FUNDING

$7,560 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Administrators (adult and community educational staff, deans); counselors; volunteers; paraprofessionals; businesses, industries, and community agencies.

PRODUCT

"Training of Educational Mentors - Guidelines & Processes"
"Directory of Educational Options"
"Mentor's Educational Counseling Reference Manual"
"Feedback Mechanisms"

EVALUATION

It is expected that there will be a minimum impact on 1,000 adult learners during the first year of this project. This will be judged on the requests for directories and the feedback mechanism from trained mentors. As observed needs are expressed through a checklist completed by the mentors twice per year, more of the true impact on the adult learner can be evaluated. There are 9 Deans for Adult & Community Education and 4 Deans for Continuing Education who will keep continuous records of adult learners' responses to the Mentors' educational counseling.

At least two follow-up visits with each mentor will be conducted during the year and a written report of findings submitted to the project director. Evaluation of the workshops and seminars will be conducted on site and will reflect the effectiveness of the training sessions through a written instrument.

A process booklet will be kept by the project director and made available at the end of the project for those persons desiring to implement the concept.

It is expected in the first year there will be a minimum of 30 trained educational counselors (mentors) located throughout a 70 mile long county with a population of 277,000. Based on the feedback mechanism (referral forms with appropriate data), etc., and the May, 1983, evaluation session, it is expected that enrollments in adult, continuing, and vocational training programs will have increased during the project year by 30%.

TITLE Vocational/Job Readiness Linkages for Basic Skills Students

C-3

CONTACT Jackie Hale (609) 456-3374
Gloucester City Board of Education
Cumberland and Joy Streets
Gloucester City, New Jersey 08030

OBJECTIVES

1) Before the end of the program year, a vocational counseling/assessment component will be operational in the Gloucester City Adult Education Program; 2) Before the end of the program year, a Job Readiness Unit for appropriate basic-skills students will be developed and implemented in basic-skills classes; 3) Before the end of the program year, linkages between Gloucester City Basic Skills programming and local industry will have increased in at least 10 industrial sites in the surrounding region; 4) Before the end of the program year, at least 20 Basic Skills students will have participated in integrated programming in basic skills, and employment assessment, counseling and assistance; and 5) Before the end of the program year, Adult Education staff will have increased awareness of vocational needs of students and available counseling/referral and services to meet the needs.

DESCRIPTION

This proposal seeks to answer at the local level for the development of a systematic approach that allows for integration of basic skills and employability assessment, counseling and assistance.

FUNDING

$7,500 July 1, 1982 - June 30, 1983

TITLE County-Wide Career Resource Service and Training Referral System C-4

CONTACT Mr. Raymond Sarles (201) 349-8425
Ocean County Vocational/Technical Schools
Old Freehold Road and Bey Lea
Toms River, New Jersey 08753

OBJECTIVES

1. To operate the Adult Career Information and Guidance Center Monday through Thursday evenings, from 7:00 to 10:00 p.m.
2. To provide a computer terminal and operating staff that will be available to provide information about jobs, job requirements, colleges, and scholarship aid programs to 500 via a computer-linked service (GIS).
3. To make available certified vocational counselors who will provide consultations and guidance to 1,000 persons during the 22 weeks that the Adult Career Information Center will be open.
4. To enable participants to initiate an Adult Educational Plan, developed mutually by the individual and the counselor after appropriate testing and research.

DESCRIPTION

The purpose of this project is to establish a county-wide career resource center and training referral system serving about 500 persons in Ocean County. Through computer management, the project will serve as a resource for vocational counselors providing information on jobs, job requirements, course offerings, etc. The project will also assist participants in developing individual educational plans.

FUNDING

$7,500 July 1, 1982 - June 30, 1983

TITLE Handbook of Debt Counseling Strategies

CONTACT Ms. Kathy Novak, Director (215) 678-7447
K. N. Associates 678-3600
72 Cheltenham Drive
Wyomissing Hills, Pennsylvania 19610

DESCRIPTION

This project addresses the fact that many special-needs populations as well as adult students in general are experiencing financial strain. The adult learner who gains the ability to gain control of his or her economic dilemma will be more apt to complete adult education programs and to upgrade his or her situation in life. Adult educators need to be prepared to offer debt counseling services to students as a recruitment and retention measure. As a training tool, this project will develop a handbook, which describes debt counseling strategies, already used successfully. The "how to" handbook will enable adult educators to implement the strategies at the local level.

FUNDING

$4,900 July 1, 1982 - March 31, 1983

COMMUNITY LINKAGE

TITLE Lawrence County Adult and Community Education CL-1

CONTACT Ms. Dianne Norwood (205) 974-1121
Lawrence County Board of Education
602 South Market Street
Moulton, Alabama 35630

DESCRIPTION

This project will be implemented by the community education coordinator. It is the intent of this project to reach into the home to offer adult education in its various forms to parents who cannot read or write, who need help in coping skills or want to get their high school equivalency certificate while, at the same time, tutoring their children who may qualify for the program. This project will increase enrollment in community education classes. It will strengthen and expand working relationships with local and county agencies, manpower training projects, and organizations to increase service.

FUNDING

$13,500

TITLE Urban Adaptation CL-2

CONTACT Zoe Dalheim and (413) 442-6596
Adele Bowmar, Co-Directors
The Learning Connection
73 North St. #6
Pittsfield, Massachusetts 01201

OBJECTIVES

To increase the number of urban adults making use of education to improve basic competencies, basic work skills, and personal knowledge.

To identify, contact and engage in educational and community activities, the isolated, disadvantaged adults of Central Berkshire using an adaptation of the Vermont Home-Based Project.

DESCRIPTION

Identify potential students, health and human service agencies, community organizations, religious and ethnic organizations, unions and employers.
Identify resources for education--curriculum, volunteers, space.
Contact identified organizations; visit Vermont Project; write plan for cooperative arrangements with organizations, including a referral plan based on the Vermont approach.
Train teachers and teacher aides and volunteers.
Design criteria for student selection and an intake process. Design tutoring model based on the Vermont model including an individual education plan, and a system for progress reporting and an exit system for each student.
Design record-keeping system for use in monitoring and evaluating teachers, financial accounting, and staff time.
Design and write a manuscript to be sent to other projects for possible use in other areas.

FUNDING

$30,412 August 26, 1982 - June 30, 1983

TARGET AUDIENCE

Educational level 0-8 grade, urban residents, unemployed

PRODUCT

A manuscript to be used by Adult Education directors as a model for establishing an outreach component to their learning centers will be produced. This manuscript will be a "how to" document and will include sample materials.

EVALUATION

Records will be kept documenting: advancement in reading, writing and mathematics; obtainment of a high school or GED diploma; entrance into advanced education or training programs; voter registration; receiving U.S. citizenship; obtaining a driver's license; removal from public welfare; receiving a job or obtaining a better job.

TITLE Collaboration - Adult ESL and South Cove Community Health Center CL-3

CONTACT Mr. Richard Levy (617) 426-6660
Program Coordinator
Quincy School Community Council
885 Washington Street
Boston, Massachusetts 02111

OBJECTIVES

1. To provide a replicable model of systematic collaboration between an adult education program and a community health center.
2. To increase the competencies of the adult education staff for addressing their students' social and cultural adjustment issues/needs in their roles as teacher/advocates.
3. To increase student and client awareness and utilization of both adult education and health center services for improved service delivery to the community.
4. To develop a manual for adult education and health center with a replicable model for interfacing services to the same population in a timely and cost-effective way.

FUNDING

$16,111 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Chinese, below 6th grade educational level, urban residents, immigrants, adults with limited English language skills, classroom teachers and counselors

PRODUCT

A manual outlining a replicable model of adult education center/community health center collaboration will be produced and disseminated to adult education and community health centers throughout Massachusetts and selectively throughout the U.S.

This manual was available June 30, 1982. Targeted received the manual at no cost. Additional copies are available at cost (estimate $5-$10) from:

Quincy School Community Council
Adult English as a Second Language Program
885 Washington Street
Boston, Massachusetts 02111

TITLE Adult Literacy Expansion CL-4

CONTACT Jackie Hale (609) 456-3374
Camden County Advisory Council
Cumberland and Joy Streets
Gloucester City, New Jersey 08030

OBJECTIVES

1. By the end of the project year, awareness of the potential to meet educational and humane services through coordination of resources will increase in library, governmental, and educational agencies in Camden County.
2. By the end of the project year, a county-wide Literacy Volunteers of America chapter will be developed and operational, including training of approximately 40 volunteer tutors.
3. By the end of the project year, dissemination of Library as a Learning Center model for adaptation/adoption by local agencies will be provided on a county, regional, and state level, with resultant development of similar adult educational programming in at least three Camden County programs.
4. By the end of the program year, Camden County will indicate increased capacity of resources, both personnel and material, to provide basic skills educational services to adults.

DESCRIPTION

The Camden County Advisory Council proposes a cooperative venture to promote increased literacy and educational opportunity to adults through the coordination of library, governmental, and educational agency services in Camden County. The project will incorporate the features of county-wide planning and cooperation, networking of resources and personnel, and the development of a volunteer sector.

FUNDING

$7,500 July 1, 1982 - June 30, 1983

TITLE Urban Resources CL-5

CONTACT Ms. Kathy Novak, Director (215) 678-7447
K.N. Associates
72 Cheltenham Drive
Wyomissing Hills, Pennsylvania 19610

DESCRIPTION

This project addresses the need for increased coordination between urban ABE program outreach efforts and those of other urban human resources agencies and institutions. An urban resource guidebook will be developed, describing linkages possible through the coordinated efforts of ABE/urban human resource service providers. The guidebook will be a training tool for those program planners involved in establishing linkages with business, industry, vocational and training programs, and for job placement and training services.

FUNDING

$4,900 July 1, 1982 - March 31, 1983

TITLE Community Linkage CL-6

CONTACT Ms. Marcia Giza, Director (215) 678-8065, Ext. 281
Berks County I.U. #14
APL Program
Wilson School District
West Lawn, Pennsylvania 19609

DESCRIPTION

The purpose of this project is to request a small grant for the specific purpose of establishing a linkage system between the newly established APL Program in Berks County with local service agencies and industries. The establishment of such linkage is essential in establishing and making effective an alternate program for adults to get their high school diplomas, as well as having the community agencies and industries aware of their part in the APL curriculum.

FUNDING

$1,663 July 1, 1982 - January 31, 1983

TITLE Adult Education Linkage Handbook CL-7

CONTACT Mr. David W. Fluke, Director (717) 596-3474
Box 214
Troy, Pennsylvania 16947

DESCRIPTION

This project proposes to provide local 306 and 310 programs throughout the Commonwealth with a "how-to" handbook designed to assist in establishing and maintaining linkages with local industries, community agencies, government offices, etc. The handbook will show adult program directors how to identify community resources and work with these agencies, to supplement funding, and to use volunteer personnel, facilities and training programs. Part of the linkage handbook will be a model bi-monthly newsletter, which will show local ABE personnel how to emphasize the importance of adult education in their communities and encourage community agencies to work closely with local ABE programs.

FUNDING

$7,200 July 1, 1982 - April 30, 1983

TITLE Community Education Training Project CL-8

CONTACT Mr. Robert I. Berridge, Director (713) 845-2620
Texas A&M University
Center for Community Education
College Station, Texas 77843

DESCRIPTION

Maintain high standard of professional development for new community education projects and improve the quality of existing community education projects in the State of Texas through community advisory council chairman training and K-12 involvement training.

OBJECTIVES

Workshop activities include large and small groups, lecture, role play, audiovisuals, simulation, case studies. Participants are to provide the information to implement a comprehensive community education project in their own locale. On-site visits by staff acts as reinforcement.

FUNDING

$73,285 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Public school administrators and volunteers

PRODUCT

Three publications will be produced as a result of the grant that are directly applicable to community education specialists: "Community Education Resource Manual," "Council Training Packet," and "A Model for K-12/Community Education Infusion."

EVALUATION

A process-product evaluation technique will be used. Based on the stated objectives, process or ongoing evaluation will determine whether the objectives have been met or whether they should be restated during the projects. Products evaluation will assess the total effect of the project as determined by the evaluation data collected at workshops and from the on-site visits.

Records will be kept of all visitations, suggestions made, and data taken. In addition to quarterly reports, a final report will be prepared and submitted to the Texas Education Agency.

CORRECTIONS

TITLE Middlesex Offender Education Program COR-1

CONTACT Mr. Paul Blazar (617) 729-8030
Director of Human Services
Middlesex County House of Correction
Box 565
Billerica, Massachusetts 01821

OBJECTIVES

We project a pre-GED enrollment of 180 and a GED enrollment of 200. We project a community release population of 60, evenly distributed through remedial, ESL, and GED programs, and we project a completion or advancement rate of 50 percent for institutional programs and 80 percent for community programs.

DESCRIPTION

In order to meet these three enrollment goals we intend to:

1. Screen at least 700 men through the Wide Range Achievement Tests.
2. Individually discuss educational opportunities with at least 700 men.
3. Provide good time credits and other incentives to full-time students.

In order to meet the advancement and completion goals we intend to:

1. Pre-test with all students with the WRAT for initial placement.
2. Pre-test with a more refined instrument much as the pre-GED for secondary placement.
3. Provide individualized programming for all students.
4. Provide individual tutoring where required.
5. Provide small group instruction in pre-GED and GED classes.
6. Maintain contacts with as many outside agencies as possible to obtain access to a full range of educational services for our students with trustee status.
7. Transport inmates to and from all appropriate community educational services.

FUNDING

$19,108 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Black and Hispanic in correctional institution

EVALUATION

To assess the program's effectiveness the following records shall be maintained:

1. Student attendance
2. Results of all pre-tests (pre-GED, number power placements, etc.)
3. Results of all post-testing and completion
4. Drop-out rate

5. Questionnaires concerning the effectiveness and style of the program shall be given to all persons who complete the program. Efforts shall be made to determine reasons for any individual's failure to complete the program.
6. At weekly staff meetings, student progress and problems shall be discussed and evaluated.

Tests used include WRAT, Number Power Pre- and Post-Tests, official GED Pre-Tests and Tests.

TITLE Berkshire Adult Basic Education Project COR-2

CONTACT Mr. William D. O'Leary, President (413) 499-0220
Berkshire Correctional Services, Inc.
264 Second Street
Pittsfield, Massachusetts 01201

OBJECTIVES

1. To offer adult basic education, GED testing services, and educational counseling to 100 percent of the eligible offender population residing in the House of Correction.
2. To have 60 percent of the eligible population participate in education programs during their confinement in the House of Correction.
3. To coordinate support services for participants by having weekly case conferences with other Human Services Department personnel.
4. To have the average client progress at least one grade level in 40 hours of instruction.

DESCRIPTION

Classes for ABE/GED students are held five mornings a week, offering small group and/or individualized instruction. The curriculum includes instruction in the areas of reading, language, mathematics, and GED preparation with an emphasis on practical life-coping skills. The Tests of Adult Basic Education and the Wide Range Achievement Test are used as initial assessment instruments. In-house GED testing is available through Berkshire Community College, and given approximately every three months. A variety of multi-level, high-interest workbooks, cassette tapes, and teacher-made materials are available. Relevant state and local meetings and workshops are attended by appropriate staff members.

FUNDING

$8,763 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Inmates of correctional institutions

PRODUCT

Curriculum development continues to be an on-going project as new needs arise with our ever-changing inmate population. We are in the process of updating and cataloging our teacher-made materials and hope to have this completed by the fall. A revision of our available texts list, which includes publisher, title, description, grade level, and target group, has just been completed and is available for evaluation.

EVALUATION

Progess within our competency-based curriculum is self-evaluative. Monthly progress reports are kept on each participant, and TABE or WRAT re-testing is done when appropriate. Student and staff evaluations will be conducted and included in the annual internal evaluation report. All objectives are measured by client intake records, individual service plans, educational records and reports, and by program statistics.

TITLE Inmate Educational Opportunities of the Plymouth County House of Correction and Jail COR-3

CONTACT Mr. John V. Polio, Correction Officer (617) 746-0610, Ext. 42
Plymouth County House of Corection and Jail
Obery Heights, Plymouth, Massachusetts 02360

OBJECTIVES

Our objectives for this project are:

1. To expand adult basic education at this facility to accommodate 135 inmate/students, an increase of 60 students over last year's project.
2. To continue to provide adult basic education to appropriate student/inmates so that the student may increase his academic level of functioning, achieve some measure of self-worth, come away with a feeling of accomplishment, and encourage the student/inmate to continue his education.

DESCRIPTION

The GED course runs in a 15-week cycle and utilizes a combination of Michigan, Cambridge and Barrons GED texts, as well as teacher-made materials to provide student/inmates with the appropriate skills and knowledge to take the GED exam. The Pre-GED Course runs a parallel cycle to the GED class for 15 weeks and utilizes Cambridge Pre-GED, Barnell-Loft and McGraw-Hill EDL materials as well as teacher-made materials to provide students with appropriate levels of instruction and the skills necessary to progress to the GED class. Student/inmates may be retained in a particular course for more than one cycle in order to achieve the goals of the program. Tutorial services on an individualized basis are also available to an inmate experiencing difficulty by our Title I teacher. The primary responsibility for guidance and counseling of the inmate/student shall be the reponsibility of the teachers and the program director. Also, at the Plymouth County House of Correction, we have two mental health professionals, a licensed doctoral person, and a bachelor-level assistant who will work as a team to evaluate all intake of inmates. They will also be available to the education department for in-depth evaluations should the teachers request their assistance.

FUNDING

$10,167 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Inmates of correctional institutions with educational level below high school equivalency

EVALUATION

Utilizing an internal method of evaluation, the objectives and activities of the GED program can be measured by comparing the success rate of the previous year to the fiscal year that this grant is in force. The present success rate is approximately 80 percent of all students who take the exam. Utilizing the same type of internal evaluation, the objectives and activities of the proposed Pre-GED program will be measured by computing a rate of those students who successfully advance from the Pre-GED program to the GED program.

The director of this grant proposal is responsible for internal evaluations using standardized and locally developed tests, classroom observations, staff surveys and review of all attendance records as a source of data. Performance objectives are updated on the basis of evaluation results.

The teachers will be asked to submit a yearly evaluation of the goals and objectives attained, activities conducted to meet goals and objectives, problem areas and how handled, and recommendations for improvement to the director of the program.

A student questionnaire will be developed to ascertain the student's perceptions in regard to the service provided to them while enrolled in the program, and recommendations for improvement on a quarterly basis.

TITLE Competency Based Instruction and Assessment COR-4

CONTACT Ms. Karen Holland (617) 727-2731
Director of Education
Massachusetts Department of Youth Services
294 Washington Street
Boston, Massachusetts 02108

OBJECTIVES

The goal of this project is the development of a competency-based high school diploma program for 35 incarcerated youths in a Department of Youth Services' facility, the Judge Connelly Youth Center in Roslindale, which can be adopted statewide by the Department in the following year. This statewide adaptation would provide approximately 600 youth with the possibility of earning a high school diploma during their stay in the Department's residential facilities. At the present time, the majority of these youth are not involved in a diploma program, and in many instances, they are unable to receive credit from their local school districts for their participation in the educational component of their Department of Youth Services' programs.

DESCRIPTION

By October 1, 1982, the Department of Youth Services will hire a program developer with experience in competency-based instruction and assessment to implement this program and a product developer who will gather and collate information for a handbook or guide. In-service training will also be provided in competency-based instruction and assessment in basic academic and vocational skills to the eight teachers who are presently part of the staff at the Judge Connelly Youth Center.

FUNDING

$32,650 October 1, 1982 - June 30, 1983

TARGET AUDIENCE

Inmates of correctional institutions

PRODUCT

The New York State External Diploma Program's tasks will be revised to meet the needs of an incarcerated juvenile population. A handbook or guide for the implementation of a competency-based program of instruction will be prepared and ready for distribution on June 30, 1983. The estimated cost for a distribution of 200 people is $1,500.

EVALUATION

By June 30, 1983 a program of competency-based instruction and assessment will be in place at the Judge Connelly Youth Center in Roslindale, and a handbook/guide will also be ready for distribution.

TITLE Model Inmate Education Program COR-5

CONTACT Mr. Peter Perroncello
Chief Classification Officer
Norfolk County Sheriff's Department
Norfolk County House of Correction and Jail
47 Village Avenue
Dedham, Massachusetts 02026

OBJECTIVES

To provide adult education services to any member of the inmate population at the Norfolk County House of Correction desiring such service. To advance knowledge, to provide rudimentary social skills, to attain a high school equivalency, and where applicable, to instruct English as a second language, inclusive of the elements of reading, writing, and mathematics.

DESCRIPTION

One part-time teacher works three days per week providing rudimentary skill training, all targeted to the GED tests. When and where applicable, volunteers aid in direct rudimentary instruction necessary for tutoring, and other special services for the learning disabled.

Direct classes, tutorials, counseling modalities, and work release are components of our education endeavors.

Operated with the ABE project is a Chapter 766 program funded to provide TEAM evaluations by LEAs to provide the education staff with an individualized education program targeted to providing the needed skills to the educationally handicapped inmate desiring a free and appropriate education. Remedials, one-to-one teaching, diagnostics, and other modalities are used in conjunction with provision of services for both the under-22 and over-22-year-old population. Referrals come from the Human Services staff and by direct intervention from inmates desiring participation in the program.

In collaboration with the Massachusetts Dept. of Correction Education Support Unit, we quarterly test inmates' proficiencies on the GED examination, award certificates to successful participants, and award certificates of participation to the unsuccessful participants. We also provide education and limited career counseling, and limited work release opportunities to classified inmates.

FUNDING

$5,821 October 1, 1982 - August 31, 1983

TARGET AUDIENCE

Inmates of correctional institutions with limited English language skills

EVALUATION

The primary mode used is assessment of learning levels and the numbers of inmates participating, and receiving GED certificates. In the year and a half, 55 inmates received their high school equivalency, some 311 inmate residents at the House of Correction participated in some form of education services.

Measurable results are presently use of WRAT tests before testing to assess the level of inmates requesting entrance into the GED classes. Numbers and lack of resource time do not permit post-assessment at this time, but it is hoped grade levels will rise after participation in some mode of class, as 55 persons found with successful GED diplomas.

TITLE Correctional Education Network for Southeast Massachusetts COR-6

CONTACT Mr. Cornelius W. Spellman (617) 823-2561
Project Director
Youth Opportunities Unlimited, Inc.
25 Barnum Street
Taunton, Massachusetts 02780

OBJECTIVES

Provide comprehensive education program to men confined to the County Houses of Correction in New Bedford and Barnstable, Massachusetts. Provide linkage with community adult education programs upon release for inmate/students. Orient and train instructors to deliver services within a correctional institution.

DESCRIPTION

1. Place inmate/students in appropriate classes.
2. Provide Adult Basic Education classes during times that ensure continuance of students' attendance.
3. Provide appropriate level, adult materials.
4. Test all students who are prepared for the GED.
5. Provide counseling for students enrolled.
6. Staff development will be provided through formal and informal sessions as requested and needed by instructors.

FUNDING

$25,443 September 1, 1981 - August 31, 1982

TARGET AUDIENCE

Inmates of correctional institutions

EVALUATION

Y.O.U. administrative officers evaluate the program through the use of: 1. Required reports, 2. Individual registration forms, 3. Monthly reports, 4. Monthly attendance reports, 5. Coordinators quarterly report.

TITLE Jail Special Needs Program COR-7

CONTACT Mr. William R. Toller (413) 781-1560
Director of Education
Hampden County House of Correction
79 York Street
Springfield, Massachusetts 01105

OBJECTIVES

The major activities of this project are to provide adult basic education, English as a second language, and GED preparation services to 350 incarcerated young adults at the Hampden County House of Correction. Special focus will be on providing survival skills for the functionally illiterate program participant.

DESCRIPTION

Classes are held daily for four hours. The program utilizes programmed materials, high-interest, low-vocabulary reading materials, individualized and small group instruction. Two-day training in "Teaching the Adult Non-Reader" was conducted this past year through funding provided by the Commonwealth Inservice Institute. An English-as-a-second-language program was developed during the past year.

FUNDING

$14,500 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Inmates of correctional institutions; adults with limited English language skills

PRODUCT

A life-coping curriculum for special-needs adults has been developed. Two cycles for English as a second language (minimal level) have been developed and implemented as part of the project.

The project will be working on a competency-based external diploma program with the State Department of Education staff for selected program participants during fiscal year 1983.

Copies of the life-coping curriculum and the English-as-a-second-language curricula are available at nominal cost currently.

EVALUATION

The Jail Special Needs Program makes use of self-evaluations and statistical data in order to determine the effectiveness of this project. Data collected includes total served, hours and services provided, results of program involvement, recidivism rates of program participants, and involvement and/or continuation of services in community adult learning centers. Self-evaluations have indicated that the project meets participant needs; data collection results are ongoing and demonstrate a high percentage of involvement by the target population.

TITLE Project 310/Missouri Eastern Correctional Center COR-8

CONTACT Mr. Vincent A. Vento (314) 587-2531
Director, Administrative Service
Rockwood School District
111 East North Street
Eureka, Missouri 63025

OBJECTIVES

1. To have an individual student folder for each participant in the program.
2. To establish goals for each individual in the Adult Basic Education program.
3. To evaluate the program within 30 days of the project ending date.
4. To provide at least 150 copies of the project's final report to the Missouri State Director of Adult Education for dissemination to appropriate agencies and groups.
5. To participate in appropriate dissemination activities to share information gathered with interested adult educators.

DESCRIPTION

Rockwood School District offered assistance to the state department in administering the Adult Basic Education program in the Missouri Eastern Correctional Center. This seemed justified due to the experience the Rockwood School District program has gained over the years serving correctional institutions. It was felt that services provided by the Rockwood School District to the correctional institution could be a successful endeavor, with cost effectiveness inside the institution being similar to programs outside of the institution. To this end, it was determined that a minimum of ten students would be served in each class. The goal of this project is to serve the needs of the inmates in Adult Basic Education at the Missouri Eastern Correctional Center within the limits of the resources available with an aura of mutual cooperation between the Center and Rockwood School District.

FUNDING

$50,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Inmates of correctional institutions

EVALUATION

The evaluation of the program will take place within 30 days of the project ending date by a four-member team consisting of one representative selected by the State Director of Adult Education, the State Director of Adult Education, one selected by Rockwood School District, and a member of the Department of Inmate Education.

TITLE A Program of Basic and Life Skills for Correctional Institutions COR-9

CONTACT Mr. Lewis Welker (314) 751-3050
Director of Education
Missouri Department of Corrections and Human Resources
911 Missouri Boulevard
Jefferson City, Missouri 65101

OBJECTIVES

1. Establish a reading and math program for students testing between 0-5 grade levels.
2. Establish a reading program for students who test between 5.1-8.4 grade levels.
3. Provide a cooperative educational program with vocational programs.
4. Establish a vocational skills and life skills program for handicapped adults.
5. Develop a flexible schedule (part-time night program) for inmates who are not presently enrolled in an educational program and cannot attend day classes.
6. Continue a tutorial program in all Learning Centers.
7. Establish the Ex-Offender Program.
8. Develop an education-parole referral system for ex-offenders.

DESCRIPTION

A series of three workshops will be conducted for all 310 staff. The Laubach Society will conduct training sessions to acquaint staff and turors with methods of instruction.

FUNDING

$117,788 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Handicapped, inmates of correctional institutions, classroom teachers, and inmate tutors

PRODUCT

Develop new methods and materials for vocational and life skills (general maintenance programs for handicapped students); expand the use of Laubach materials (math program); continue to emphasize teacher/tutor-made materials; and increase training for tutors, including a checklist for tutor instruction.

Three hundred copies of the 310 Project report will be printed and disseminated throughout the country to State and Federal correctional educators.

EVALUATION

The Missouri Department of Corrections and Human Resources has a three-person team evaluate their program each year. The team is made up of one person from the State Department of Elementary and Secondary Education, one person from out of state, and one person who is familiar with the program. Recommendations from the evaluation team have always been implemented. Methods of evaluation include a written report after an on-site visit to each Learning Center. The Education Supervisor of the program evaluates each Learning Center at least once a month. Each month all teachers send in a progress report concerning their Learning Center.

TITLE Educational Planning for Pre-release Inmates COR-10

CONTACT Mr. Monroe C. Neff (713) 524-3059
Dean, Adult and Continuing Education
Houston Community College System
2800 South Main Street
Houston, Texas 77002

OBJECTIVES

To pilot-test a system for providing parolees from Texas prison institutions with educational and coping skills necessary for a smooth transition into the free world. A process will be developed for working with parole officers for referral, intake, and monitoring of ex-offenders released in the Houston, Texas, area.

DESCRIPTION

The project will coordinate with parole officers for referral of parolees in need of education, counseling, and coping skills. A process will be developed for intake, assessment, and monitoring of progress. A life-coping skills curriculum will be used. Parolees will be placed in ongoing adult education centers or classes. Also classes will be established in halfway houses.

FUNDING

$26,657 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, all educational levels, in correctional institutions

PRODUCT

A handbook will be developed, outlining the step-by-step process in developing effective programs for parolees, including special materials and techniques used for intake, assessment, and instruction. The handbook will be available in July 1983. Dissemination will be done through the Texas Education Agency.

EVALUATION

The process of how to develop a system to serve parolees will be documented and written in a handbook to be disseminated to adult education programs. The handbook will include effective methods and materials for serving parolees, motivation techniques, retention, and special problem-solving techniques. An attempt will be made to measure the impact on parolees by coordinating with the parole officers in charge of each parolee.

TITLE R_2 D_2 Correctional Project COR-11

CONTACT Mr. Marion J. Crump (713) 295-9161
Director, Adult Education
Region VI Education Service Center
3332 Montgomery Road
Huntsville, Texas 77340

OBJECTIVES

To pilot-test a system for providing parolees from Texas prison institutions with educational and coping skills necessary for a smooth transition into the free world. A process will be developed for working with parole officers for referral, intake, and monitoring of ex-offenders released in the Huntsville, Texas, area.

DESCRIPTION

The project will coordinate with parole officers for referral of parolees in need of education, counseling, and coping skills. A process will be developed for intake, assessment, and monitoring of progress. A life-coping skills curriculum will be used. Parolees will be placed in ongoing adult education centers or classes. Also classes will be established in halfway houses.

FUNDING

$33,669 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, all educational levels, in correctional institutions

PRODUCT

A handbook will be developed, outlining the step-by-step process in developing effective programs for parolees, including special materials and techniques used for intake, assessment, and instruction. The handbook will be available in July 1983. Dissemination will be done through the Texas Education Agency.

EVALUATION

The process of how to develop a system to serve parolees will be documented and written in a handbook to be disseminated to adult education programs. The handbook will include effective methods and materials for serving parolees, motivation techniques, retention, and special problem-solving techniques. An attempt will be made to measure the impact on parolees by coordinating with the parole officers in charge of each parolee.

TITLE Educational Planning for Pre-Release Inmates COR-12

CONTACT Mr. John H. Redd (214) 421-1051
Director, Adult Education
Dallas Independent School District
3400 Garden Lane
Dallas, Texas 75215

OBJECTIVES

To pilot-test a system for providing parolees from Texas prison institutions with educational and coping skills necessary for a smooth transition into the free world. A process will be developed for working with parole officers for referral, intake, and monitoring of ex-offenders released in the Dallas, Texas, area.

DESCRIPTION

The project will coordinate with parole officers for referral of parolees in need of education, counseling, and coping skills. A process will be developed for intake, assessment, and monitoring of progress. A life-coping skills curriculum will be used. Parolees will be placed in ongoing adult education centers or classes. Also classes will be established in halfway houses.

FUNDING

$12,090 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, all educational levels, in correctional institutions

PRODUCT

A handbook will be developed, outlining the step-by-step process in developing effective programs for parolees, including special materials and techniques used for intake, assessment, and instruction. The handbook will be available in July 1983. Dissemination will be done through the Texas Education Agency.

EVALUATION

The process of how to develop a system to serve parolees will be documented and written in a handbook to be disseminated to adult education programs. The handbook will include effective methods and materials for serving parolees, motivation techniques, retention, and special problem-solving techniques. An attempt will be made to measure the impact on parolees by coordinating with the parole officers in charge of each parolee.

DISSEMINATION / DIFFUSION

TITLE Adult Education Newsletter D-1

CONTACT Shirley Heymann (602) 257-3182
Director
Phoenix Union High School District
525 N. 7th Street
Phoenix, AZ 85006

OBJECTIVES

A vehicle for the delivery of pertinent information to Adult Educators working in ABE, ESL, and GED programs in Arizona.

DESCRIPTION

Five issues will be published. Each issue will carry information concerning the location and schedule of classes, materials and material development, workshops, possible sources of funding, recruiting ideas, job openings, government regulations and other relevant topics.

FUNDING

$6,685 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, paraprofessionals

EVALUATION

Evaluation will be based on results of questionnaire to be distributed with the final issue of the Newsletter.

TITLE Dissemination Network for Adult Educators D-2

CONTACT Jane Zinner (415) 692-2956
Director
Association of California School Administrators
Foundation for Educational Administration
1575 Old Bayshore Hwy.
Burlingame, CA 94010

OBJECTIVES

To identify exemplary instructional strategies and/or products relevant to the field of Adult Education

To aid in the dissemination and adoption of these exemplary programs

To identify and disseminate information regarding published material relevant to the field of Adult Education.

To compile a human resource bank of expert Adult Education consultants

FUNDING

$200,000 July 1, 1982 - June 30, 1983 (a continuing project)

PRODUCTS

"Network News" - newsletter printed 5 issues/year covering published materials, calendar of events, exemplary programs available for adoption workshops and information of interest statewide; directed to all Adult Education teachers.*

"Exemplary Programs for Adults" - catolog of selected programs available for adoption workshops printed twice a year; directed to all Adult Education administrators and teachers.*

"DNAE Brochure" - brochure of services available through DNAE; printed twice a year; directed to all Adult Educators.*

"DNAE - The Unique Dissemination Program" - 15 minute slide/tape presentation which describes the services available through DNAE; directed to all Adult Educators.

*Available from DNAE, no charge.

EVALUATION

Evaluation of the effectiveness of the information dissemination resulting from DNAE conducted by compilation of data for:

Number of toll-free calls received
Number of key contacts received
Number of Adult Educators addresses used for mailings
Number of brochure cards returned
Number of in-depth information sent
Number of adoption workshops conducted.

Evaluation of the effectiveness of the adoption/adaption workshops determined through the resulting level of implementation as described by the Innovations Configurations checklist, from the University of Texas, Research and Development Center for Teacher Education.

TITLE Southern Indiana Resource Center D-3

CONTACT Wanda Fuhry (812) 948-8166
Coordinator
New Albany/Floyd Co. Consol. School Corp.
New Albany, Indiana 47150

OBJECTIVES

1. To serve as dissemination center of special 310 Projects and other innovative practices for Southern Indiana.
2. To improve communications among Adult Education Centers in Indiana.
3. To initiate staff development in Southern Indiana for certified as well as non-certified staff.

DESCRIPTION

1. Needs assessment tool will be developed.
2. Based on Needs Assessment, workshops will be given or coordinated by the Resource Center.
3. Monthly newsletters will be mailed by the Resource Center to Adult Education Centers in Indiana.
4. Special 310 Projects will be collected and disseminated.
5. Innovative practices in Indiana and other states will be researched and disseminated to participating programs in Southern Indiana.

FUNDING

July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, counselors, paraprofessionals

PRODUCT

1. Teaching Tips Notebook (collected from teachers all over Indiana)
2. Newsletter for Adult Educators.

EVALUATION

1. Needs assessment and follow-up tool.
2. On-site visits by coordinator.
3. Record of Resource Center Requests.
4. Pre-Project and Post-Project Questionnaires to staff and students of participating programs.

TITLE Project Update: The ABE Information Center D-4

CONTACT Ms. Timmie K. Steinbruegge (317) 266-4850
Project Coordinator
Indianapolis Public Schools
1102 North West Street
Indianapolis, IN 46202

OBJECTIVES

Project Update is a resource center which provides technical assistance and supportive services to adult educators in central Indiana.

DESCRIPTION

On-going assistance to local programs with expressed needs.

Inservice training for ABE personnel in central Indiana by means of workshops and local program consultation.

A resource collection of adult education materials for student as well as teacher use.

Dissemination of information through Project Update's 7 publications.

Provide information and referrals.

Initiate and maintain on-going communication with other service providers and local communities.

FUNDING

$49,281 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, paraprofessionals

PRODUCT

Project Update's publications

1. Special Delivery: Resources: - A directory of resources for professional and classroom use.
2. The Mailbox: - A newsletter of people and events in adult education.
3. The Student Mailbox: - A newsletter by, for, and about students in adult education.
4. Bright Ideas: - 200 practical classroom ideas and methods written by adult educators in Indiana.
5. A pictorial directory of ABE directors and programs in central Indiana.
6. A compiled directory of resource persons who are willing to share experiences and skills with adult educators for the purpose of problem solving.

7. A fact pack for the teacher who is new to the field of adult education.

EVALUATION

Informal evaluation will be based on:

- staff meetings with progress reports submitted
- coordination committee meetings
- periodic evaluations conducted by project staff
- a data profile of resource center clients as well as a log of resources used and services rendered
- participants' evaluation of workshops.

Formal evaluation will be based on:

- a formal survey of clients in service area
- quarterly reports and a final report submitted to the Department of Public Instruction detailing project accomplishments
- project review session and monitoring visits by the State Dept.
- the State Dept. will contract with an external evaluator to conduct a third party independent evaluation of project activities.

TITLE Adult Education Resource Center D-5

CONTACT Sondra M. Cox (219) 762-8858
Coordinator
Portage Township Schools
5391 Central
Portage, Indiana 46368

OBJECTIVES

The desired end result of all Resource Center activities is development and maintenance of professionalism among adult education personnel in northern Indiana. Specific purposes are to:

1. disseminate information on Special Projects and other material
2. offer a range of workshops and courses for skill improvement
3. serve a networking and clearinghouse function
4. generate awareness of adult education issues, concepts and research
5. ensure programming that is relevant to teacher concerns.

DESCRIPTION

Use of a Teacher Planning Committee to ensure useful programming;

Development of presentations according to program and/or teacher needs as determined by the Teacher Planning Committee;

Use of both internal and external resource people in presentation of workshops according to subject matter and workshop objectives;

Identification and use of individual teacher strengths for use in developing and presenting programs for other teachers;

Development of a series of workshop presentations that can be drawn on by any individual program according to need;

Consultation with program staff to determine desired presentation(s);

Development of new presentations upon request;

Consultation with teachers and directors for problem solving, proposal writing, or other developmental purposes;

Presentations that include both workshops for skill training and seminars for discussion of issues, concepts and research;

Preview and loan of Special Projects and other professional material;

Dissemination of information through a clearinghouse function;

Publication of a newsletter.

FUNDING

$49,833 July 1, 1982 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, ABE/ASE Directors, counselors, volunteers, paraprofessionals

PRODUCT

Adult Education Resource Center Final Report, FY82

Algebra Without Pain: a Handbook for Teachers

Title listings of adult education journal articles, by journal as follows:

Adult Education, beginning Volume XXVIII, November 1, 1977
Adult Literacy & Basic Education, beginning Volume 1, Number 3, 1977
Lifelong Learning, beginning December, 1977

All items listed above are free and can be obtained by writing the Resource Center.

EVALUATION

A follow-up procedure to determine degree of Special Project adoption is being developed.

A local, working definition of professionalism in adult education is being developed along with criteria for delineating and measuring it. Resulting instruments will be administered to the target population.

Instruments for measuring participant satisfaction are developed for each presentation.

Logs are kept to monitor information, consulting and lending services.

The Teacher Planning Committee and the Resource Center Advisory Board (composed of program directors) assess all Resource Center activities and make recommendations.

TITLE Adult Education Comprehensive Project D-6

CONTACT Lawrence Moore (502) 762-2186
Project Director
Office of Extended Education
Adult Education Projects
Murray State University
Extended Education, Sparks Hall
Murray, KY 42071

OBJECTIVES

1. To implement a statewide data collection system for student entry/exit information.
2. To develop and provide three hours inservice training on ABE promotion, data collection systems, and teaching reading to adults.
3. To develop and disseminate a newsletter for adult educators in western Kentucky.

DESCRIPTION

Data Collection System: A collaborative partnership with Morehead State University continued two previous years of experimentation with the development of a computerized data collection system to (more accurately) measure (the) accomplishments of ABE programs. Combining the distribution of collection forms with an early inservice program for all adult educators provides a method for interaction and clarification of the need for this introduced change.

Inservice: Four regional workshops on the data collection forms, a statewide ABE media campaign for increasing services to the target population, and providing ABE educators with supplementary materials based on a previous needs assessment survey are planned.

Newsletter: For the first time, a newsletter is created which will keep adult educators and other supportive persons abreast of the changes in the field, including legislation, methods, materials, etc.

FUNDING

$42,470 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, ABE supervisors, volunteers, paraprofessionals, Learning Center coordinators

PRODUCTS

A slide and cassette tape presentation explaining the Kentucky Adult Education Data Collection System will be available upon completion of the inservice sessions. The presentation includes rational for change, process for implementation, and highlights of problem areas. The product could be best used by personnel administering programs who desire to implement or consider the implementaton of a data collection system.

EVALUATION

1. Data Collection System: A formative evaluation for the system includes participant response through inservice evaluation instruments. A summative evaluation is found in the quality of the final report product; a tabulation of various charts and graphs and statistics, including rejected forms and error rates.

2. Inservice: A participant evaluation, requests for media materials, and a measurement of the effectiveness of the campaign for recruitment are the evaluation devices for this session.

3. Newsletter: Participant responses to questions contained in the newsletter and a measurement of the growth of mailing lists from the first issue to the third and final issue are evaluations for the objective.

TITLE Lowell Adult Competency-Based Instruction Program (LACBIP) D-7

CONTACT Mr. Frederick Abisi (617) 458-9007
Director of Adult Education
Lowell Public Schools
Lowell High School, Paige St. Annex
Lowell, Massachusetts 01852

OBJECTIVES

1. To increase the number of graduates in the Lowell Adult Diploma Program (LADP) by linking the existing assessment system of this program with a competency-based instruction program.
2. To develop a Competency-Based Instruction Program (CBI) which will provide out-of-class instruction modules to enable diploma candidates to prepare for assessment in the Lowell Adult Diploma Program.

DESCRIPTION

This Competency-Based Instruction Program is intended to complement the already existing competency-based assessment system known as the Lowell Adult Diploma Program (LADP). The LADP is an alternative means of acquiring high school credentials. The competency-based instruction program will provide out-of-class instruction modules so that candidates may prepare to be assessed in order to earn credits in the Lowell Adult Diploma Program.

FUNDING

$14,810 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults, urban residents, administrators (coordinators), and counselors

PRODUCT

One hundred copies of a competency-based instruction program guide, including the instruction modules, will be developed and disseminated throughout the State of Massachusetts and some going nationally by June 1983. The population best served will be out-of-school adults seeking an alternative method by which they can earn high school credentials. The modules to be developed will expedite their involvement in the Lowell Adult Diploma Program.

Lowell Adult Diploma Handbook is available through the Lowell Adult Education Program, Paige Street Annex, Lowell, Massachusetts 01851 at a cost of $25. By June 1983, the CBI Guide will be ready for dissemination to other programs at no cost.

EVALUATION

The techniques, methods, and instruments for determining the effectiveness, impact, and changes resulting from this project will be evaluated by the extent to which we develop the following:

- The curriculum of CBI
- Instruction modules that are designed to fit the individual need(s) of the learner in an out-of-classroom situation
- Content of the final product
- The CBI Guide itself
- Provisions of review before dissemination of materials
- Distribution and dissemination of Guide

All objectives will be measured and many more that are not listed. The CBI will be field tested with students in the Lowell Adult Diploma Program.. This project will undergo continuous evaluations on an ongoing basis.

TITLE ABE Newsletter D-8

CONTACT Dr. Jane Hunter (308) 635-3606
Supervisor, Adult Basic Education
Nebraska Western College
1601 E. 27th Street
Scottsbluff, NE 69361

OBJECTIVES

The major objective of this project is to provide information of varying types to teachers of Adult Basic Education in the state of Nebraska. Most ABE teachers work alone and this newsletter provides a link with other professionals in the state. The project began as a materials newsletter; information about new books, tests, etc. was the main focus. Now, the content will include, in addition to descriptions of materials, teaching techniques and information from the State Department of Education relating to meetings, forms, and other important matters.

DESCRIPTION

The newsletter has six pages and is prepared four times per year. It is sent to the home address of each ABE teacher and supervisor in the state as well as to other interested persons. The bulk of the work is done by an ABE staff member at Nebraska Western. Any ABE person in the state is welcome to submit material to be used. SDE staff also prepare a section of the newsletter.

FUNDING

$5,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, ABE administrators

EVALUATION

1. Evaluation post card.
2. Oral comments.

TITLE Linkages to Literacy

D-9

CONTACT Iris Saltiel
Middlesex County College
Woodbridge Avenue
Edison, New Jersey 08818

(201) 548-6000 ext. 224

OBJECTIVES

1. To establish additional "base sites" at which the FIST adult literacy model can serve a larger part of the State of New Jersey;
2. To institutionalize the FIST program within other geographic parts of our region;
3. To provide a model for the dissemination of programs validated through "Sharing Educational Success," New Jersey's state system for validation; and
4. Using experiences gained in serving base sites, the FIST "model" will be extended and strengthened through its exposure in three other locations.

DESCRIPTION

This is a dissemination project designed to provide staff development for adult education center staff and volunteers in teaching literacy skills. Using the already proven FIST model for training volunteer tutors, this project will establish three new "base sites" at which this model can be developed and institutionalized.

FUNDING

$19,999 July 1, 1982 - June 30, 1983

TITLE Clearinghouse for Adult, Community, and Continuing Education D-10

CONTACT Robert M. Trombly (518) 474-3639
Coordinator
Educational Programs and Studies Information Service
N.Y.S. Education Department
Albany, New York 12234

OBJECTIVES

Establish and operate a central repository for a collection of relevant Adult, Community, and Continuing Education materials and to loan these materials to Adult, Community, and Continuing Education educators in New York State.

DESCRIPTION

EPSIS is currently processing resources into a core collection that will be maintained and augmented by further acquisitions involving recommendations of SED staff and field clients. The collection holdings are being abstracted/indexed (350 to date) and will be loaded onto an interactive search system. A print directory of the first 350 resources is being produced and will be disseminated to local offices during October, 1982. Outreach services are being developed and will include a Table of Contents service, a Federal Register awareness service, and a collection of edited searches on current priority needs.

FUNDING

$30,000 July 16, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors

PRODUCT

The computerization of this resource collection will allow for a rapid and thorough search of the collection holdings in response to client information requests. Any agency that possesses an internal bibliographic searching capacity will be able to access this online database.

Copies of the collection directory will be available after October 1, 1982. Interested parties should write to EPSIS, New York State Education Department, Albany, NY 12234 for further information on resources and cost.

TITLE PA ABE Program Improvement Clearinghouse D-11

CONTACT Erma D. Keyes (717) 872-3481
Director
AdvancE
Stayer R & L Center
Millersville State College
Millersville, PA 17551

DESCRIPTION

Millersville State College will operate an ABE Program Improvement Clearinghouse as a service center for state and local ABE programs and personnel in Pennsylvania. The Information and Resource Service will enable this audience to obtain materials and information for developing, improving, and evaluating ABE/GED/ESL programs and practices. Complimentary and loan copies of resources from the clearinghouse collection will be disseminated in response to group or individual requests. The Clearinghouse staff will assist visitors with selection and review of materials. Professional opinions and reactions will be solicited for resource selection and service assessment.

FUNDING

$58,035 July 1, 1982 - June 30, 1983

TITLE Adult Education In-Service Magazine D-12

CONTACT David W. FLuke (717) 596-3474
Director
Box 214
Troy, PA 16947

DESCRIPTION

This project will publish a bi-monthly magazine, the Adult Education Inservice Magazine, to be distributed to all Section 310 and 306 adult education programs without cost. It will contain articles and stories of an inservice and research nature designed to supplement, or replace, inservice programs in adult education for which funding is no longer available. It will be composed of materials solicited from a variety of research sources, including AdvancE, RISE, adult education programs, the United States Department of Education, research projects, etc.

FUNDING

$5,730 July 1, 1982 - May 30, 1983

TITLE ABE Newsletter D-13

CONTACT David W. Fluke (717) 596-3474
Director
Box 214
Troy, PA 16947

DESCRIPTION

The Adult Education Newsletter will be used to keep readers informed of the following:

1. new developments in adult basic education
2. significant dates and events, such as workshops, conferences, etc.
3. federal and state developments relating to ABE funding and policies
4. information from the Division of Adult Education and Training Programs

The ten issues will be mailed monthly to all persons involved with ABE.

FUNDING

$15,633 July 1, 1982 - May 30, 1983

TITLE Success Stories Booklet D-14

CONTACT Pieter V. Miller (215) 372-4721
Reading Area Community College
P.O. Box 1706
Reading, PA 19603

DESCRIPTION

The Reading Area Community College proposes the publication of a success stories booklet, composed of stories of success of Adult Basic Education students, for the purpose of promoting adult education. The booklet will reinforce the adult education commitment in Pennsylvania.

FUNDING

$5,455 July 1, 1982 - March 1, 1983

TITLE TRENDS--Adult Education Dissemination Project D-15

CONTACT Anna Peterson (512) 883-9288
Consultant
Education Service Center, Region II
Corpus Christi, Texas 78401

OBJECTIVES

1. To identify, collect, analyze and disseminate resources in adult education.
2. To identify, collect, publish teacher-made materials.
3. To assist teachers in the development of these materials.

DESCRIPTION

1. Liaison with all adult and community education programs.
2. State and regional training conferences for representatives from adult and community education.
3. Awareness programs.
4. Staff developmental programs on the planning and design of teacher-made materials.
5. Operation of statewide clearinghouse of adult education personnel.
6. Publications.

This system is unique in that in addition to identifying and describing an available resource, teachers have direct access to materials on a free loan basis.

FUNDING

$58,463 July 1, 1982 - June 30, 1983 (a continuing project)

TARGET AUDIENCE

Classroom teachers, administrators, counselors, paraprofessionals

PRODUCT

Newsletter
Update of material catalog
Teacher-made materials
Training package: Developing teacher-made materials
Training package: Teaching Composition to adults

Products are available on loan from the resource center. Copies will be provided to the Texas Education Agency for further dissemination.

EVALUATION

Texas Education Agency quarterly reports
Internal evaluation
External evaluation
Evaluation by a sampling of adult educators in the state

TITLE Dissemination Vehicle (Newsletter) D-16

CONTACT Mr. Kenneth R. Plum (703) 698-0400
Director, Adult and Vocational Education
Fairfax County Public Schools
7423 Camp Alger Avenue
Falls Church, Virginia 22042

OBJECTIVES

Collect and disseminate activities of 310 projects to teachers and administrators in Virginia and others.

Reprint articles concerning other non-Virginia projects that may be useful to LEAs.

DESCRIPTION

Newsletter format.

FUNDING

$25,942 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, ABE administrators, counselors, volunteers, and paraprofessionals

EVALUATION

Results of evaluation questionnaire submitted at end of project year by projects.

TITLE Instructional Resource Center D-17

CONTACT Dr. Ronald H. Sherron (804) 257-1332
Project Director
Virginia Commonwealth University
901 West Franklin Street
Richmond, VA 23284

OBJECTIVES

1. The collection and evaluation of commercially developed ABE materials;
2. The collection and evaluation for replication in Virginia, projects developed under Section 310 of Adult Education Act; and
3. Dissemination of evaluations to local programs.

DESCRIPTION

Collection and evaluation of materials used with students enrolled in an adjoining adult learning center.

FUNDING

$53,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, ABE Administrators

PRODUCT

Result of evaluation. Catalogue of materials and some evaluations.

EVALUATION

Evaluation of materials with students.

TITLE Improvement of Developmental Education Resources Through Two Network Systems

D-18

CONTACT Mr. Alan Torgerson (206) 753-2000
State Board for Community College Education
319 Seventh Avenue
Olympia, Washington 98504

OBJECTIVES

To computerize and enlarge the WADE (Washington Association for Development Education) RESOURCES BANK NETWORK SYSTEM. Provide terminal access to the current hard-copy file of developmental motives; increase the resources available up to 600 additional items; make access to WADE RESOURCES BANK to agencies and programs outside the community college system; increase utilization; and publish a handbook for use of the computer-stored resources network.

FUNDING

$8,000

EVALUATION

TITLE Administrative Designs Utilizing Linkage Theory E-1
(Project ADULT)

CONTACT Elmer G. Nelson (904) 392-0623
Project Director
Stewart Mott Davis Center for Community Education
University of Florida
Room 124, Norman Hall,
Gainesville, FL 32611

OBJECTIVES

1. To conduct a survey of Florida County School Systems and Community Colleges designated as ABE institutions to identify those with single, separate or joint adult & community education administrative structures.

2. To develop evaluative criteria to measure service delivery factors of ABE programs.

3. To conduct a field survey of (1) single, (2) separate, and (3) jointly administered adult and/or community education programs.

4. To provide Florida DOE a final study report to include quantifiable and qualitative results and recommendations for program administrative models and implementation.

DESCRIPTION

(1.1) Obtain mailing addresses of all county superintendents; (1.2) prepare introductory letter and survey instrument; (1.3) mail introductory letter and survey instrument of all superintendents; (1.4) obtain mailing addresses of all presidents of community colleges; (1.5) mail introductory letter and survey instrument to all community college presidents; (1.6) follow up by telephone on non-respondents two weeks after mail-out date; (1.7) compile and categorize returns as to single, separate, or joint administrative structure; (2.1) review current literature; (2.2) confer with state leaders in ABE; (2.3) select both quantifiable and qualitative measures; (2.4) design statistical analysis procedures to best fit data; (2.5) submit study design to the executive officers of the Florida Adult Education Association (FAEA) and the Florida Association for Community Education (FACE) for review and comment; (2.6) produce a measurement instrument (questionnaire) for use in the field survey; (2.7) consult with the Florida Department of Education (DOE) for study design and instrument concurrence; (3.1) select a random sample of not less than 50% of the two target populations; (3.2) confirm willingness to participate of selected districts and colleges; (3.3) administer the measurement instrument; (3.4) collect returns and follow-up by telephone for clarification and non-returns; (3.5) based on returns, select approximately 20% of the districts/community colleges representing the two categories, for an on-site in-depth program review; (3.6) design interview schedule for on-site program reviews; (3.7) conduct on-site program reviews; (4.1) collect survey data and site visit data; (4.2) apply selected statistical procedures to quantifiable data and analyze; (4.3) compile qualitative data and analyze; (4.4) apply current linkage theory to evaluate existing and possible administrative models to identify and reduce barriers to effective utilization of resources; (4.5) conduct a one-day workshop of selected state adult and community eduators to examine the results of the study and recommend future directions for Florida's adult education services; (4.6) prepare and forward a project monograph to the Department of Education for dissemination of the project reports to all participants.

FUNDING

$36,520 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Adult & Comm. Education Administrators

PRODUCT

1. A project monograph containing analysis of data and recommendations bearing on the observed effect of administrative structures on program delivery. Will be most helpful to school district officials, community college administrators, and state level educational officials for policy and implementation matters.

2. Quarterly programs, reports, and others as requested, will provide administrative and control information to state agencies.

EVALUATION

The project design provides for both formative and summative evaluation. Formative evaluation is primarily accomplished through the time line and Department of Education Quarterly Reports. The feedback mechanisms contained in the planned consultations with state leaders in adult and community education in the study design stage will provide additional practical formative evaluation. Summative evaluation will be accomplished by both the one-day adult and community educators workshop and by the Department of Education's review of the final report and monograph.

TITLE Evaluation of Adult Basic Education Participation Outcomes E-2

CONTACT John Mahaffy, Ph.D. (406) 994-4933
Assoc. Professor of Adult and
Higher Education
Montana State University
213 Reid Hall
Bozeman, MT 59717

OBJECTIVES

To assess and evaluate the personal, social and economic changes in the lives of individuals having participated in an ABE program.

To compute a cost/benefit analysis primarily in financial terms, for societal support of ABE programs.

As a result of the evaluation, it is hoped that policy and fund recommendations regarding support of ABE programs in Montana can be made.

DESCRIPTION

The study will be conducted in two phases. Phase One involves planning and preparation for data collection while Phase Two involves the actual collection of data.

FUNDING

$31,622 September 15, 1982 - March 18, 1983

TARGET AUDIENCE

ABE Administrators

EVALUATION

Evaluation will be project product.

TITLE Outcomes and Impact of Adult Basic Skills Education in New Jersey E-3

CONTACT Gordon Darkenwald (201) 932-7532
Rutgers, The State University
Rutgers University-Graduate School of Education
New Brunswick, New Jersey 08903

OBJECTIVES

1. To develop and field test instrumentation and procedures for assessing the impact of adult basic skills education in New Jersey;
2. To collect and analyze impact data for a representative sample of 400 adult basic skills students;
3. To identify ten to twelve adult basic skills students of varying ages and backgrounds for in-depth case study follow-up; and
4. To design a statewide model for ongoing student follow-up (including instrumentation and procedures) that is both feasible and cost effective.

DESCRIPTION

The purpose of the project is to determine the impact of adult basic skills education in New Jersey in terms of attainment of students' own goals for participation and program effects on indicators of economic and social well being. Data will be obtained from 900 enrolled students and adult high school completion graduates by interview and mailed questionnaire.

FUNDING

$36,338 July 1, 1982 - June 30, 1983

TITLE Evaluation of Section 310 Projects for New Jersey E-4

CONTACT Russell Dusewicz (215) 574-9300 ext. 277
Research for Better Schools
444 North Third Street
Philadelphia, PA 19123

OBJECTIVES

1. To provide evaluation technical assistance to ABE Section 310 projects in design and conduct of their self-evaluation;
2. To develop an evaluation planning booklet suitable for use by ABE Section 310 projects in planning their own program self-evaluation;
3. To evaluate the effectiveness of ABE Section 310 projects in achieving individual goals and objectives;
4. To assist ABE Section 310 projects in identifying the critical elements of individual projects in relation to potential later validation, dissemination, and diffusion efforts; and
5. To assist NJDE in evaluating the effectiveness of the ABE Section 310 grants program in meeting its objectives.

DESCRIPTION

This project proposes a comprehensive evaluation of the New Jersey network of ABE Section 310 projects to provide individual Section 310 projects with evaluation technical assistance in the planning, design, data management, analysis and interpretation of both process and outcome evaluations appropriate to their stage of development as a project, and to assist fully developed projects in preparing for eventual validation, dissemination and diffusion activities. Additionally, the project will provide the NJDE with an evaluation of all Section 310 projects utilizing a consistent evaluation approach.

FUNDING

$24,995 July 1, 1982 - June 30, 1983

TITLE Planning for Statewide Evaluation of Adult Basic Education in North Carolina

CONTACT
Dr. Arlene Fingeret
Project Director
Dept. of Adult & Community College Education
North Carolina State University
Raleigh, NC 27650

OBJECTIVES

The project is directed toward planning a statewide evaluation of North Carolina's ABE program. Its objectives are to:

1. Identify stakeholders (ABE directors, CC/TI administrators, DCC administrators), and their particular interests in an ABE evaluation;
2. Specify data appropriate for measuring those identified interests;
3. Conduct small-scale feasibility tests of alternative techniques;
4. Consider design alternatives;
5. Develop a design according to stakeholder specifications; and
6. Determine whether there is support for conducting an evaluation as designed.

No statewide assessment of the impact of the program has been undertaken in the last 10 years, although the results of such an assessment would presumably inform the nature and extent of continued program efforts.

TITLE A State Study of the Economic Benefits Derived by Adult Basic Education Students Completing GED Certificate Requirements and a Cost Benefit Analysis of the Adult Basic Education Program in the State of Washington E-6

CONTACT Hilda Thompson (509) 522-4304
Director
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

OBJECTIVES

Provide decision makers with data and timely information of the economic impact of ABE Programs to students, society, and the State of Washington. Will also provide the basis of continued update of vital information needed for justification and planning of ABE programs.

FUNDING

$4,320

EMPLOYABILITY

TITLE ABE for Rural Manufacturing and Industrial Personnel EMP-1

CONTACT
Billie Rains (205) 546-2821 ext. 340
Project Director
Etowah County Board of Education
800 Forrest Avenue - Room 109 Courthouse
Gadsden, Alabama 35901

DESCRIPTION

A number of small manufacturing plants located in the rural western section of Etowah County have requested that the county's adult and community education program assist them in upgrading employee educational levels. This prject is designed to assit these plants and more directly the local citizenry needing upgraded and/or improved skills to effectively do the job tasks required of them. As an example, Altoona Sportswear, a garment factory, has requested us to initiate a program for their employees who need math skills to do fabric measurements.

FUNDING

$13,500

TITLE Preemployment Training Program EMP-2

CONTACT Liz Anderson (205) 381-6404
Project Director
Muscle Shoals City Board of Education
3300 Wilson Dam Highway
P.O. Box 2730
Muscle Shoals, Alabama 35660

DESCRIPTION

The overall objective of this project is to make the adult learner more employable and more content with employment. The objectives will include having each learner become aware of his/her skills and interests thus allowing identification of job possibilities that relat to his/her skills and interests. Job seeking skills will be developed by and for each learner, such as writing appropriate letters of application, developing a correct and informative resume, and determining grooming do's and don'ts of job interviews. This project will not assisted by volunteer personnel officers from businesses and industries.

FUNDING

$13,500

TITLE JOBS Media EMP-3

CONTACT Barbara Bevelhimer (291) 753-4087
Project Director
El-Tip-Wa Area Vocational School
721 N. Sixth Street
Logansport, Indiana 46947

OBJECTIVES

(1) To evaluate and describe 60 free, rental, and inexpensive audio visual programs which present job skills and information to adults. (2) To develop, produce and distribute a supplement to the resource guidebook, Media for Everyday Living. The supplement will expand the section on Occupational Knowledge. (3) To identify and purchase 75 audio visual items pertaining to job information and related subjects. (4) To compile teaching packets to supplement each item purchased. (5) To develop and implement a loan system for a circulating library of audio visual programs; the library will be placed in an adult education resource library.

DESCRIPTION

The special project, JOBS Media has two goals. The first is to continue the development of the resource guidebook in the major area of occupational knowledge. The second goal is to establish a lending library of audiovisual materials in the area of occupational knowledge to be placed in an adult education resource center.

The development of the supplement to Media for Everyday Living will be completed in four steps:

(a) Seventy-five audio visual items treating topics related to employment will be located and requested for preview.

(b) Evaluation teams comprised of two Adult Basic Education teachers, two Level 1 students, and one project staff member will preview and evaluate 60 audio visual items. The evaluation forms and procedures developed for Media for Everyday Living will be used.

(c) The two project staff members will complete written summaries for each item evaluated. The summaries will be based upon the comments and overall rating made by the evaluation teams.

(d) The summaries will be edited and 350 copies will be printed. The supplements will then be distributed.

Before the lending library can be placed in a resource center, the following activities will occur:

(a) Seventy-five audio visual items will be purchased in the general area of occupational knowledge which have been rated very good or excellent.

(b) At least three teaching resources at each of two broad reading levels, 0-4 and 5-8, will be assembled for each audio visual item circulated. A method of performance assessment will also be included.

(c) Each of the audio visual items will be packaged with the teaching resources in a media box suitable for circulation. A loan system and shelf arrangement will be selected by the project coordinator and resource center directors.

(d) 20 Adult Basic Education programs will be selected to use the lending library for a period of 11 weeks. At the end of this period the library will be transferred to one of the resource centers for continued use.

FUNDING

$38,295 August 23, 1982 - June 10, 1983

TARGET AUDIENCE

Those with educational level 0-8, classroom teachers, paraprofessionals, unemployed

PRODUCT

The project will be involved in several developmental steps leading to two final products. The first product will be a supplement to the occupational knowledge section of the evaluative guidebook, Media for Everyday Living. This book gives Adult Basic Education teachers and administrators the information they need to select audio visual programs on everyday living skills for loan or purchase. The second product will be a lending library of audio visual items to be placed in a resource center and to be circulated to the Adult Basic Education programs in Indiana. The items, pertaining to job information, will be supplemented with teaching packets and will be packaged uniformly for storage and mailing.

Media for Everyday Living, El-Tip-Wa Adult Learning Center, P.O. Box 626, Logansport, IN 46947

Supplement to Media for Everyday Living will be available to those receiving the resource guidebook after March 31, 1983, from the above address.

Final Report of Media for Everyday Living, El-Tip-Wa Adult Learning Center, P.O. Box 626, Logansport, IN 46947

Final Report of JOBS Media, above address. Available after June 10, 1983.

EVALUATION

The development of the occupational knowledge supplement to Media for Everyday Living will be evaluated simply by the publishing and dissemination of the additional sixty summaries.

The evaluation of the second goal, the establishment of a lending library of JOBS Media, will occur during the several stages of development. The packets of teaching resources with the audio visual item will be field tested with Level 1 students. The loan system will be constructed with suggestions from the resource center directors and evaluated by those persons using the system during the trial period. The final evaluation will be a compilation of the results of a survey sent to those Adult Basic Education centers using the lending library during the trial period.

TITLE Competency-Based Educational Services EMP-4

CONTACT Mr. David J. Rosen (617) 742-5520
Director of Educational Services
Jobs for Youth, Boston
119 Charles Street
Boston, Massachusetts 02114

OBJECTIVES

1. Provide school dropouts with basic skills to function in society, using a competency-based life skills and work-related curriculum with one-on-one instruction in functional reading, writing, and mathematics skills.
2. Provide students with one-on-one assessment and instruction to prepare them for the GED.
3. Provide students with pre-employment and job-readiness training through counseling, job readiness workshops, job preparation assessment instruction, and a competency-based, job-related curriculum.
4. Work cooperatively with industries and businesses in job development, placement, and follow-up.

DESCRIPTION

Kinds of instruction:

1. One-on-one competency-based Adult Basic Education instruction, individually scheduled between 1:00 and 7:00 P.M.
2. One-on-one GED preparation, also individually scheduled.
3. Short-term, Jobs for Youth-created job preparation (both assessments and instruction) for specific entry-level jobs available in the Boston area.
4. Educational consultations (assessment of educational needs, interests and goals).

The approach is one-on-one, comptency-based adult education in an informal, learning laboratory setting (with the exception of a secretarial skills training program, also available to qualified students).

FUNDING

$45,000 October 1, 1982 - June 30, 1983

TARGET AUDIENCE

School dropouts, urban residents

EVALUATION

Attendance records, student evaluation form, staff evaluation form, Management Information System data on accomplishment of goals
Performance on all goals will be evaluated; 1, 2 and 3 will be measured.

TITLE Adult Education Reading Career Program EMP-5

CONTACT Nancy New (601) 825-2217 ext. 229
Rankin County School District
310 E. Government Street
Brandon, Mississippi 39042

OBJECTIVES

1. Extend the concept of reading beyond classroom training into the area of employment through each career oriented cartridge that is used in the machine.
2. Provide opportunities for literacy improvement and occupational information within a single integrated program.

DESCRIPTION

The equipment and program will be used and administered in the ABE learning centers. The ABE instructors will over-see the program and this will take place during the regular scheduled class meeting. Behavioral objectives, orientation methods, presentation methods, specific procedures for program implementation, lesson summaries, answer keys and additional resources will be provided in the teacher's guide.

FUNDING

$9,985 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults, rural residents

EVALUATION

The individual will be given a pretest to establish his reading level. Then he will begin his lessons. Each lesson supplies an evaluation sheet. At the end of the reading program the student will then be given a post test to determine his improvement.

TITLE Occupationally Referenced Basic Skills Instructional Model EMP-6

CONTACT Leonard Kreisman (201) 276-2600
Union College
1033 Springfield Avenue
Cranford, New Jersey 07016

OBJECTIVES

1. Develop a basic skill instructional model that specifies and sequences occupationally referenced skills necessary to success in entry and semi-technical occupations.
2. Successfully implement the model using forty (40) unemployed adults having skill levels at the sixth grade or below in reading, math and language.
3. Document the implementation so that the model can be used at the Union College Employment Skills Center and at other adult training programs.

DESCRIPTION

The proposed project will devolop a basic skill instructional model that specifies and sequences occupationally referenced skills necessary to success in entry and semi-technical occupations. In order to test plans, the project will implement the model using forth (40) unemployed adults having skills levels at the sixth grade or below in reading, math and language.

FUNDING

$28,200 July 1, 1982 - June 30, 1983

TITLE Project GET (Gaining Employment through Traineeships) EMP-7

CONTACT Kathy Novak (215) 678-7447
Director
K.N. Associates
72 Cheltenham Drive
Wyomissing Hills, PA 19610

DESCRIPTION

This project addresses the need for supplementary curricula to improve the employability of chronically unemployed persons enrolled in Pennsylvania Department of Education ABE programs. The project will develop a training manual for adult educators describing an innovative method for gaining access to employment: traineeships. The manual will focus on the "how to" procedures for establishing and fostering successful traineeship experiences. Graduates of a traineeship will gain by having recent work experience in their record and, in some cases, may be offered permanent employment by their training sponsor.

FUNDING

$4,900 July 1, 1982 - March 31, 1983

TITLE Franklin Foundation Adult Basic Education Program EMP-8

CONTACT Eleanor Lee Simons (215) 426-7000
Director
Franklin Foundation, Inc.
2128 North Philip Street
Philadelphia, PA 19122

DESCRIPTION

The Franklin Foundation, Inc., proposes to identify and/or develop curriculum materials for an Adult Basic Education program in reading and mathematics, directly related to construction trade skills and to entry level union sponsored apprenticeship programs. This project, an integral component of the Franklin Foundation's construction skills training programs, will be operated to accommodate 24 participants functioning at grade levels 5 to 8.

FUNDING

$12,340 July 1, 1982 - June 30, 1983

TITLE Basic Education Curriculum Manual for Underemployed and Chronically Unemployed Racial Minority Adults EMP-9

CONTACT Dennis Brunn (215) 951-1187
Director
Urban Center of La Salle College
5501 Wester Street
Philadelphia, PA 19144

DESCRIPTION

The Urban Center of La Salle College, based on extensive experience in adult basic and enrichment education in low-to-moderate income minority neighborhoods, proposes to develop a Basic Education Curriculum Manual, designed particularly to meet the needs of underemployed and unemployed minority adults. The manual will feature world-of-work content, emphasize teaching strategies for group instruction that integrate a wide range of skill levels, and be organized in 24 lessons linked to 8-12 thematic instructional units. A pilot class using the manual, as well as existing networks of teachers and social agencies working with the employed, will be used in evaluating and preparing the final revised edition of the manual.

FUNDING

$4,378 September 1, 1982 - April 30, 1983

TITLE Adult Basic Skills/Industry Productivity Research EMP-10

CONTACT Charles R. Kelso, Ph.D. (512) 476-6381
Associate Dean
Austin Community College
207 East 5th
Austin, Texas 78701

OBJECTIVES

The basic purpose of this project is to develop, validate, disseminate, and provide training in effective approaches to supporting increased employee and industry productivity through job related adult basic skills instruction on the job site. In order to achieve the basic purpose, the following objectives will be met: (1) Previous projects applicable to implementation of ABE in business and industry will be researched, (2) A process model will be developed, (3) the model will be field tested by initiating adult basic skills instruction in a minimum of five industrial settings, (4) additional activities that would be useful to further improve coordination between adult education and business and industry will be identified, (5) the extent to which the job site adult basic education can increase employee and industry productivity will be determined, (6) a handbook for use in implementing ABE with business and industry will be developed and 100 copies will be provided, (7) training materials for use by state staff in training LEA adult education staff will be developed and 10 copies of the materials will be provided, (8) training for 10 TEA DACEP staff and 25 local adult education staff to implement ABE in business and industry will be conducted, and (9) a final report will be developed describing all phases of the project, reporting on the extent to which productivity was increased, and making recommendations for additional or ongoing related activities.

DESCRIPTION

This project will consist of a Research and Model Development element, a Field Test element, a Handbook Development element, and Productivity Research element, and a Final Report element.

A review of the literature will be conducted to identify and gather data relevant to conducting adult basic skills training on business and industrial sites. This data will be utilized to check and/or modify the tentative process model developed by ACC from its own experience with business and industry.

At least five businesses and industries will participate in field testing the model. This element of the project will be most important in checking the model and revising it so that all of the essential activities and relationships are clearly identified and documented. The model will focus on a process that will allow for various approaches in (1) identifying adult basic skill related needs among business and industry employees, (2) establishing and maintaining ongoing working relationships between business and industry staffs (personnel, training, first line supervisors) and ABE staff (coordinators, instructors), (3) modifying existing ABE curriculum to incorporate specific industry-related content, (4) training ABE instructors to the needs and processes of the specific business/industry, and (5) arranging for and conducting ABE classes in business and industry facilities.

Prior to the field test period, productivity measures will be identified for each business or industry. Research will then be conducted during the field tests to determine the extent to which the productivity of the class participants increases due to the training.

FUNDING

$43,585 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Educational Level-Adult Basic, Coop. Directors

PRODUCT

The primary product of this project will be a comprehensive handbook which will illustrate and explain the process (model) developed in such detail that local ABE staffs not experienced in working with industry could utilize the handbook to successfully implement adult basic skills classes in business or industry settings.

Training and materials also will be developed for training State and local adult basic skills staff and one workshop will be conducted on the process and on using the materials developed.

The comprehensive handbook will be developed and 100 copies will be provided to the Texas Education Agency by May 1983.

EVALUATION

The evaluation will assess and document the extent to which the specified objectives are met at each stage of development. The evaluation will be both formative (process) and substantive (outcome) in nature. The evaluation component will: (1) document the extent to which the project is implemented as planned, according to the timetable established; (2) document each step in the process (model) development; (3) document the elements of each product produced; (4) develop an evaluation design for and administer the evaluation of the instructor training; (5) develop a monitoring and evaluation process for student classes; (6) process the evaluation of the student classes; (7) develop an evaluation design and collect data that will determine the degree that classroom training increases employee productivity and reduces employee absenteeism and turnover; and (8) produce a Final Evaluation Report.

The subactivities relevant to accomplishment of each objective will also be examined. For example, the evaluation will address the extent to which the ABE staff develops viable working relationships with industry trainers and first-line supervisors, so that the curriculum modification will represent a collaborative effort of the ABE staff, who is familiar with the concepts of functional academic and life coping skills, and the business or industry staff, who is familiar with the job-related needs of the business or industry. Thus, the evaluation process will play an important role, not only in determining the extent to which the project accomplishes its stated objectives, but also the extent to which the process (model) established viable cooperative working relationships that can be replicated in other settings.

TITLE Instructional Resources for Linking Basic Skills and Occupational Tasks in Entry-Level Auto Mechanics, Electronics and Retail Sales EMP-11

CONTACT
Pat Latham
Dean, Skills Center
Utah Technical College
431 South 600 East
Salt Lake City, UT 84102

OBJECTIVES

The purpose of this project is to identify entry-level occupational tasks and their related basic skills in auto mechanics, electronics and retail sales. Using these tasks and skills, the project will identify instructional materials available, including pre-/post-assessment instrument.

DESCRIPTION

1. Using the DACUM method, identify basic entry-level occupational tasks in auto mechanics, electronic technician and retail sales.
2. Identify basic skills (reading, writing, listening, speaking, computing) necessary to accomplish specific occupational tasks.
3. Identify and reference available pre-/post-assessment tools specific to occupational tasks and basic skills.
4. Identify and reference available instructional resources (including texts, media, etc.) specific to each basic skill.
5. Provide the Utah State Office of Education with 100 copies of a final report.

FUNDING

$33,500

TITLE Development of Competency Based Curricula Designed to Assist Adults in Rural Areas of High Unemployment EMP-12

CONTACT Ronald Everhart (304) 366-2070
Director, Community Education
Marion County Board of Education
200 Gaston Avenue
Fairmont, West Virginia 26554

OBJECTIVES

1. To meet the literacy and employability skills needed by target groups to gain meaningful and lasting employment.
2. To develop a model basic employability curriculum that could be adapted by other programs.
3. To work with various social agencies, units of government and employers to provide assistance participants may need.
4. To use aptitude and attitude testing instruments to improve the employability status of participants.

DESCRIPTION

Develop an out-reach program for unemployed rural adults in cooperation with various agencies, schools, governmental units, etc.

The developed curriculum will provide the skills needed to become employable and/or assessments made to determine need for retraining or referrals.

FUNDING

$7,173 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Rural residents, classroom teachers, unemployed

PRODUCT

Curriculum successfully used will be compiled into booklet form. The major goal of the project is to develop a pattern or system of learning activities, materials and methods in conjunction with various agencies in order to assist unemployed adults to gain the needed educational and employability skills. Project results will be available after the conclusion of the project, June 30, 1983.

EVALUATION

All educational objectives will be measured. Data will be collected throughout the project, analyzed and interpreted. Pre-tests and post-tests will be an essential part of the evaluation to determine if student's needs have been met and program objectives achieved. Student interviews and questionnaires will also be obtained throughout the project.

ENGLISH AS A SECOND LANGUAGE

TITLE English as a Second Language Adult Basic Education Program ESL-1

CONTACT Carmel C. Crisp (501) 584-4471
Assistant Director
Cossatot Vocational Technical School
P.O. Box 746
De Queen, Arkansas 71832

OBJECTIVES

Spanish and English speaking adults 16 years of age or older will receive instruction in speaking, reading, and writing English as well as math skills from an ESL-ABE instructor. This instructor will enable individuals to cope and function satisfactorily in this culture. These individuals will be more productive members of the work force and less dependent on others in conducting their business, financial, and legal affairs. As a result, industries, businesses, and legal proceedings will benefit.

DESCRIPTION

A full time ESL-ABE instructor will be employed at Cossatot Vo-Tech School. The instructor will first attend the Arkansas Vocational Education Conference August 2-4. On August 5, the instructor will begin planning and coordinating activities, securing instructional materials, and recruiting students. An ESL-ABE Advisory Committee's first meeting will be held during the week of August 9-13 to assess the needs of the community and to establish goals for the project. Classes will start in late August. These classes will be announced through the media, newspaper articles, potential participant employers, and the municipal and circuit courts. Students will be enrolled and their individual needs will be assessed in the form of an oral interview.

FUNDING

$18,919 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Spanish speaking adults, those with an educational level less than a high school education, adults with limited English language skills, classroom teachers, ESL-ABE Instructors and Project Directors.

PRODUCT

The ESL-ABE Instructor will report on the project to the Adult Education Division at the Arkansas Education Association Convention in November, 1982.

A final report on the ESL-ABE program will be prepared and submitted to the Adult Education Division of the Department of Vocational and Technical Education in June, 1983.

The Project Director will report on the project to the Adult Education Division during the Arkansas Vocational Education Conference in August, 1983.

EVALUATION

A post test to be chosen by the ESL-ABE Instructor and the Project Director will be administered to each student to determine if the objectives have been met. ESL-ABE participants will evaluate the effectiveness of the class and make recommendations.

A community survey of business people, industry supervisors, and law enforcement officials will be conducted to determine how effective the project was in meeting their needs. The survey form will be prepared and distributed by the ESL-ABE Instructor and Project Director, who will analyze the results.

TITLE English as a Second Language ESL-2

CONTACT Walt Ewing (601) 435-4548
Supervisor of Adult/Community Education
Biloxi Municipal Separate School District
P.O. Box 169
Biloxi, Mississippi 39533

OBJECTIVES

The purpose of the project will be to provide adults of foreign origin opportunities to become more acquainted with our language. It will help these adults assume, with confidence, a greater role in our community.

DESCRIPTION

Class instruction will include skills in oral and written English. Also included will be exercises in the following: asking and giving information, name, address, telephone number, etc., telling time, banking and handling money, shopping and buying, expressing quantities and qualities, transportation, interviewing, getting emergency assistance and other information necessary for survival for these people in our society.

FUNDING

$2,852 July 1, 1982 - June 30, 1982

TARGET AUDIENCE

Older adults, ABE, immigrants, adults with limited English language skills

EVALUATION

Evaluation techniques will include both informal and standardized reading tests, oral and silent, and paper and pencil mathematics test. Interviews will also be used to help with initial placement. Standardized test to be used will include Gray Oral Standardized Paragraphs, Slasson Vocabulary Test and Dolch Work List.

ABSTRACT OF SPECIAL DEMONSTRATION PROJECT
FY-82

OKLAHOMA

TITLE: ESL and Bilingual/Skills Related A.B.E. Special Project

CONTACT PERSON: Mr. Andy Dement, Director
Oklahoma City Adult Training Center, Vo-Tech District #22
201 N.E. 48th Street
Oklahoma City, Oklahoma 73105
Phone: (405) 524-2319

OBJECTIVES: To increase the proficiency in the English Language of refugees and immigrants to a degree that will enable them to pursue a skill.

Also develop curriculum materials adaptable to other classroom envoirnments for immigrants wishing to pursue vocational training.

PROCESS INVOLVED IN MEETING THE OBJECTIVES: Enrollment policy is open entry and open exit. The student is provided with the Center's counseling service which includes the counselor and the Skills instructor. Classes will meet one and one half hours per day for the duration of the school year. The Skills Related A.B.E. instructor will work directly with the instructors of the skills being pursued.

The Skills Instructor will work with the Skills Related A.B.E. Instructor in developing instructional materials that may have local, state and national significance.

FUNDING AND DATES OF PROJECT: $20,000.00
Beginning September 1, 1982
Ending June 30, 1983

TARGET AUDIENCE: Refugees and Immigrants with little or no proficiency in the English language.

PRODUCT: The instructors will develop instructional guides to enable A.B.E. teachers in teaching persons with limited English speaking ability to pursue a skill.

TITLE English as a Second Language Transition to ABE Learning Lab ESL-3

CONTACT

Ed McMahon (503) 667-7116
Adult Basic Education
Mt. Hood Community College
26000 SE Stark
Gresham, OR 97030

Gerry Pearson (503) 244-6111
Director, Developmental Education
Portland Community College
12000 SW 49th Avenue
Portland, OR 97219

OBJECTIVES

1. To assist non-native English speaking adults from Mt. Hood Community College and Portland Community College increase their ability to read, write, speak, listen and compute in order to move confidently into ABE/GED, vocational/technical programs.
2. To assist these adults to increase their coping and survival skills to function more adequately in the academic, economic, social and political areas of life.
3. To provide for professional growth and dissemination of information.
4. To involve state and agency personnel in analyzing, evaluating and developing the MHCC/PCC ESL/ABE transition program.

DESCRIPTION

Mt. Hood and Portland Community Colleges will jointly staff and supply materials for the second year of an ESL transition to ABE/GED program. Most of the students will be Southeast Asian refugees who live near the Portland Community College Southeast Center. The program picks up the students when they no longer are eligible for refugee-funded instruction in an effort to fill the gap between the first level of ESL upon arrival in the United States and the ABE program with its opportunities for improved basic skills leading to employment and vocational/technical training.

FUNDING

$12,849 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

English as a second language students, primarily Southeast Asian refugees.

PRODUCT

A final report will be printed which will include a description of the proposal, materials used, instructional procedures followed, student retention and the effect of the program in assisting students make the transition from ESL to ABE/GED and beyond.

EVALUATION

Students will be given entry/exit tests in subject matter. At least 30 percent of the students will be interviewed to determine achievement toward personal goals.

TITLE Volunteer English as Second Language Instructional Program for Non-English-Speaking Refugees ESL-4

CONTACT Joseph Capita (717) 232-0568
Director
Catholic Social Services
Diocese of Harrisburg, Pa.
P.O. Box 3551
4800 Union Deposit Road
Harrisburg, PA 17015

DESCRIPTION

Catholic Social Services (CSS) of Harrisburg, Pennsylvania, proposes to provide comprehensive case management services for up to 1,200 refugees in the Central Pennsylvania Region. In order to do so, it will use an English as a Second Language Volunteer Instructional component. CSS will demonstrate how it can effectively facilitate the use of Literacy Volunteers of America and Laubach International Training Methods, materials and human resources, in a coordinated and cooperative effort to deliver ESL Instruction to 200 non-English-speaking refugees in the Harrisburg and York communities.

FUNDING

$21,216 July 1, 1982 - June 30, 1983

TITLE ESL Material Development ESL-5

CONTACT Sandra L. Huska (215) 372-4721
Director
Reading Area Community College
Box 1706
Reading, PA 19603

DESCRIPTION

This proposal requests funds to organize instructional materials presently being used in a basic ESL course for the purpose of producing and disseminating them. After the materials have been gathered, typed, and produced, they will be field tested in area ESL programs, revised as required, and 25 sets of them will be given to Advance for distribution.

FUNDING

$2,090 July 1 1982 - June 30, 1983

TITLE An ESL Cottage Industry Education and Employment Program ESL-6

CONTACT Sherry Royce (717) 569-8561
Director
Lancaster-Lebanon I.U. #13
Box 5026
Lancaster, PA 17601

DESCRIPTION

This project will provide ESL/life skills education and immediate employment to 40 homebound women and elderly immigrants/refugees. Working cooperatively with social service agencies, churches, media, and local businesses, project staff will provide the liaison and English-language skills to assist homebound ESL adults to merchandise native crafts and establish "cottage industries" in Lancaster and Lebanon counties.

FUNDING

$19,855 July 1, 1982 - June 30, 1983

TITLE Summer Literacy Program ESL-7

CONTACT Myriam Rodriquez (809) 753-9211
Assistant Secretary-Adult Education
Education Regions of the Department
of Education
Urbanizacion Tres Monjitas
Hato Rey, Puerto Rico 00919

OBJECTIVES

To reduce illiteracy among 1,000 adults (who are least educated and most in need) now living in 50 communities of the Island.

To train 1,000 youngsters to serve as literacy tutors.

DESCRIPTION

Interagency coordination is established between the Right to Work Administration and the Department of Education for the allotment of resources for the Project.

Coordinators, teachers and tutors are recruited and trained during the first week of the Project. Each tutor identifies an illiterate adult and together they prepare a working schedule. Classes are given at the students' homes or at institutions. With the help of the teacher, tutors prepare the materials needed to conduct the lessons.

FUNDING

$11,500 June 6, 1982 - July 29, 1982

TARGET AUDIENCE

Spanish speaking group, illiterate adults, classrom teachers, volunteers

TITLE Joint Effort for the Development of Cantera Neighborhood ESL-8

CONTACT Alicia Diaz (809) 728-5006
Project Director
Cultural and Recreational Center of
Cantera Neighborhood
Colegio San Juan Bosco
Cantera, Santurce, Puerto Rico 00915

OBJECTIVES

To promote the educational, cultural, and personal development of the undereducated adult population of the neighborhood of Cantera, a poverty pocket of San Juan metropolitan area.

DESCRIPTION

The project functions in a flexible schedule to provide services from 8:00 a.m. to 9:00 p.m. Monday through Friday and Saturday from 9:00 a.m. to 12:00 p.m. Students are placed in academic and avocational courses based on a needs assessment survey. Coordination is established with other public and private agencies to get additional services and equipment for the project. Guidance and couseling services are provided to assure that the students clarify their personal goals and aspirations. Enrichment activities such as social and cultural programs complete the curriculum in an attempt to encourage the students' participation and creativity. A team of community volunteers help in the organization and development of all the Project activities.

FUNDING

$34,261 February 1, 1982 - June 30, 1982

TARGET AUDIENCE

Spanish-speaking, handicapped, older adults, educational level 0-12, urban residents, immigrants, classroom teachers, counselors, volunteers

PRODUCT

The community involvement strategy will be transferred to other communities having similar characteristics.

Human resources of the Project will help orient and train staff in similar projects.

EVALUATION

The Project was evaluated by a priest who volunteered to conduct the external evaluation. To conduct the evaluation he used the following:

a. observation of the teaching learning process
b. student's opinions
c. opinions, observations and reactions of the teachers
d. opinions and experiences of the administrative staff
e. results of tests administered
f. attendance and collaboration of participants
g. opinions of staff members of school district involved in the Project.

Results of the project are the following among others:

a. Beginning of adult education services in a disadvantaged neighborhood with high percentage of school drop-outs.
b. Provision of opportunity to young parents to prepare themselves to help their children, recover opportunities already lost, and to enroll in postsecondary programs.
c. Orientation for young adults in search of personal identity.
d. Improvement of residents' relationships and community environment.

TITLE Revision of the Adult Basic Education Teacher's Guide for Teaching English as a Second Language ESL-9

CONTACT Dr. Mark M. Walsh (512) 595-3203
Director
South Texas Adult Education Center
Texas A&I University
Campus Box 196
Kingsville, Texas 78363

OBJECTIVES

Before the Teacher's Guide is revised and printed, ESL instructors statewide will be surveyed. Through the Adult Education Co Op network and the Trends Project instructors will be asked to describe any innovative materials they have used successfully and to identify unmet needs in their ESL classroom.

Major Goal: Produce 4,000 copies of a new Revised ESL Teacher's Guide

Objectives:
1. Examine available ESL materials as produced by individual instructors and commercial companies.
2. Update the content of the Guide to include additional life-coping skills areas.
3. Revise ESL lessons in the Guide to reflect latest methodology in second language acquisition.
4. Collect exemplary ESL teaching techniques from practicing ESL teachers.

DESCRIPTION

The principal methodology of project is outlined according to the four specific objectives of the project:

A. Examine available ESL materials as produced by individual instructors and commercial companies.

Activities:
1. A statewide survey of adult education directors and ESL instructors will be conducted using the Adult Education Cooperative system as a contact network. Instructors will be requested to send samples of successful teacher-made materials and they will be asked to identify their own unmet needs as regards ESL instruction.
2. Publishers of adult education materials will be contacted by letter requesting a list of ESL materials they publish or plan to publish within the next twelve months.
3. The Trends project, which is administered by Region II Education Service Center, will be contacted to assist in the identification of commercial and teacher-made materials.

B. Update the content of the Teacher's Guide to include additional life-coping skills.

Activities:
1. A review of the literature on life-coping skills will be conducted. Essential findings will be incorporated in the revision of the ESL Teacher's Guide.
2. Adult Performance Level (APL) materials and other competency based items will be adapted and utilized in the ESL Guide.
3. Practitioners attending the ESL Institutes during the Summer of 1982 will be asked to identify life-coping skills for ESL students. Their assistance will be sought as experienced professionals to help select the most important life-coping skills for ESL students.
4. The evaluation committee will review all materials and ideas regarding life-coping skills and make recommendations to the project director.

C. Revise ESL lessons in the Guide to reflect latest methodology in second language acquisition.

Activities:
1. A review of the literature will be conducted to identify new methodologies in second language acquisition of adults.
2. New model lessons will be developed to reflect the latest research findings.
3. Sample lessons will be sent to all the participants of the ESL Institutes held in June and July 1982. Their evaluation of the lessons will be incorporated into the final version of the model lessons.
4. The evaluation committee will review sample lessons and make recommendations to the project director.

D. Collect exemplary ESL teaching techniques from practicing ESL teachers.

Activities:
1. A statewide survey of adult education ESL instructors will be conducted using the Adult Education Cooperative system as a contact network.
2. The Trends Project (Region II Education Service Center) will be contacted to assist in the collection of teacher-made materials.
3. The project director and project assistants will attend regional and statewide adult education workshops to request of practitioners successful and exemplary teaching techniques.
4. The evaluation committee will review the list of exemplary techniques identified and make recommendations to the project director.

FUNDING

$24,442 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers of ESL, Supervisors of ABE

PRODUCT

This project is designed to produce 4,000 copies of a new Revised ESL Teacher's Guide. This guide can be used by both ESL instructors and supervisors. The Guide will outline model ESL lessons incorporating the latest research statements on ESL methodologies.

EVALUATION

The evaluation process for this project will be continuous and comprehensive. It will contain the following strategies.

1. Selection of an Evaluation Committee.
2. ESL practitioners will evaluate the first draft of the ESL Guide and make recommendations to the project director.
3. TEA will evaluate the progress of the project on a quarterly basis.
4. Finally, to provide a follow up evaluation process, the last page of the Teacher's Guide will itself be an evaluation form which instructors will be asked to fill out and return to the project director.
5. The final report of the project will provide evaluation information as regards the strengths and weaknesses of the project.

TITLE English as a Second Language (ESL) Teacher Training ESL-10

CONTACT Dr. Mark M. Walsh (512) 595-3203
Director, South Texas Adult Education Center
Texas A&I University
Campus Box 196
Kingsville, Texas 78363

OBJECTIVES

1. This project provided training and materials to 40 local adult educators so that they can serve as trainers for adult education ESL teachers.
2. A one-week intensive ESL Institute was conducted with focus on the following areas:
    a) Examined research studies concerning second language acquisition of adults.
    b) Studied, demonstrated, and practiced various methods of teaching ESL to adults.
    c) Examined adult education ESL teacher competencies and how to evaluate them.

DESCRIPTION

The principal methodology of this project was to train adult education teachers and supervisors by exposing them to the current ESL research studies, new methodologies, contemporary issues, and evaluation techniques.

The project contained three specific objectives:

Objective #1: It examined research studies concerning second language acquisition of adults.

Objective #2: It studied, demonstrated, and practiced various methods of teaching ESL to adults.

Objective #3: It examined adult education ESL teacher competencies and made suggestions for evaluating them.

FUNDING

$19,304 July 1, 1982 - July 31, 1982

TARGET AUDIENCE

Classroom teachers of ESL, Supervisors of ABE.

PRODUCT

Audiotapes of lectures of the consultant, Dr. Graham, are available through the South Texas Adult Education Center at Texas A&I University. These tapes are available September 30, 1982. The only cost is the blank tapes which should be furnished with the request for tapes.

EVALUATION

The evaluation process for this project was continuous and comprehensive. It contained the following strategies.

1. Initial oral and written self-evaluation statements were made by each participant under the supervision of the project consultant.
2. At the beginning of each day's session informal evaluation time was set aside to permit participants and project supervisors to share ideas and make adjustments in the program.
3. Specific program objectives were evaluated in the following manner:

Objective #1: To examine research studies concerning second language acquisition.

Discussion of assigned reading provided evaluative information to project supervisors. A final examination provided an evaluation of the first objective.

Objective #2:
Study, demonstrate, and practice various methods of teaching ESL to adults.

Each participant observed various ESL methodologies demonstrated by the consultant and each participant demonstrated at least one ESL methodology for the supervisors to critique. Each participant developed a videotape depicting different ESL methodologies.

Objective #3: Examine adult education ESL teacher competencies and how to evaluate them.

Each participant developed a list of his/her own competencies/deficiencies in ESL instruction. He/she developed a plan to eliminate recognized deficiencies.

TITLE ESOL Teacher Training Project ESL-11

CONTACT Marilyn Breslow (804) 355-4559
Project Director
Catholic Diocese of Richmond
811 Cathedral Place, Suite E
Richmond, VA 23220-4898

OBJECTIVES
Training teachers to teach English-as-a-second-language.

DESCRIPTION
Workshops will be utilized for the training.

FUNDING
$25,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE
Classroom teachers, volunteers, paraprofessionals

TITLE Vocational English as a Second Language: ESL-12
An Industry-Linked Training Model

CONTACT Dr. Greg Golden (206) 771-1522
Director
Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036

OBJECTIVES

(1) To develop a competency-based VESL curriculum to be used with industry-linked language training programs. (2) To implement two such training programs.

TITLE Audit Classes for Vocational Awareness ESL-13

CONTACT Carolyn W. Mathena (304) 425-7953
Adult Learning Center Coordinator
Mercer County Board of Education
102 Bee Street
Princeton, West Virginia 24740

OBJECTIVES

1. To provide vocational training information.
2. To provide necessary job vocabulary needed by ESL students.
3. To determine the necessary job requirements to enable foreign born adults to become employable and independent as soon as possible.

DESCRIPTION

1. Awareness visits to vocational-technical centers.
2. Development of specialized lists of job descriptions, job objectives and vocabularies for ESL students.
3. Instruction in job-getting skills.

FUNDING

$3,919 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Foreign born adults, immigrants, adults with limited English language skills

PRODUCT

Development of a handbook for ESL students containing the vocabulary, objectives and job attaining qualifications necessary for various occupations.

Project results will be available after the conclusion of the project, 6/30/83.

EVALUATION

The project objectives and work completed will be evaluated monthly. Each unit with the job descriptions, objectives and specialized vocabularies will be reviewed each month. Simulated interviews with appropriate dress, resumes, applications and jargon usage will be conducted for each participating student.

GENERAL EDUCATIONAL DEVELOPMENT

TITLE Class with Ma-Bell GED-1

CONTACT Samuel E. Johnson (501) 633-1485
Secondary Supervisor, Curriculum & Instruction
Forrest City School District No. 7
334 Graham Street
Forrest City, Arkansas 72335

OBJECTIVES

1. The learners will be required to report to their center or make personal contact with their teacher three times during the seven-month period for conference and testing.
2. The learners will improve their reading, English, writing, arithmetic, science and social study skills as measured by a battery of tests for 1-12 grade levels.
3. The learner will have made the necessary progress before he/she will be encouraged to take the General Education Development Test.

DESCRIPTION

1. One teacher in each center will be charge of preparing lessons and monitoring the progress of the students two nights a week by telephone. Consumable textbooks will be purchased with test and answer sheets. The local newspaper and teacher-made activicies will also be used free of charge.
2. Tests will be administered often by phone to measure progress.
3. If a student progresses to the point that the teacher feels that he will stand a chance of passing the General Education Development Test, then he will be encouraged to purchase and take a practice test. If the practice test indicates that he might be successful on the General Education Development Test, he will be encouraged to take the test.

FUNDING

$1,400 September 13, 1982 - April 6, 1983

TARGET AUDIENCE

Minority ethnic groups, educational level 4-11 grades

EVALUATION

Each student will be evaluated by teacher observations, the responses of the student on the telephone, and various tests.

TITLE A Circuit Riding Approach to Adult Education GED-2

CONTACT Quentin Bane (501) 667-2117
GED Instructor
Arkansas Valley Vo-Tech
Box 506
Ozark, AR 72949

OBJECTIVES

This project will enable fifty adults to receive GED training in their own communities. They will also become aware of vocational training opportunities available to them.

DESCRIPTION

The Arkansas Valley Vocational Technical GED instructor will be utilized to teach night classes in several surrounding communities. Cooperative efforts will be made with local school districts to provide for suitable physical facilities. The GED instructor will "circuit ride" and conduct classes two nights per week in selected communities.

FUNDING

$844 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Educational levels below 12th grade, rural residents

EVALUATION

Evaluation will be made by noting the percentage of participants who pass the GED test.

Questionnaires concerning the program will be filled out by the participants, and we expect a minimum of 90% to rate the program as successful. Occupational follow-up questionnaires will also be used to help measure the impact of the program.

TITLE Providing Assistance and Support for Adults (PASA) GED-3

CONTACT Robert E. Smith (904) 328-8811
Assistant Director
North East Florida Educational Consortium-
Putnam County
P.O. Box 198
Bostwick, FL 32077

OBJECTIVES

1. To develop instructional materials for use in an individualized remedial/intervention program of instruction for those adults who either have failed or who are in danger of failing the GED test.
2. To develop a volunteer recruitment and placement program, with emphasis on senior citizens, which will produce a cadre of volunteer tutors capable of providing individualized remedial instruction to adult GED students.
3. To design a preservice training program for those volunteers who are selected to become instructional assistants to the GED instructor.
4. To demonstrate the products and processes developed within the above objectives and provide evaluative data as to the effects of such an approach in improving student achievement in the GED program.

DESCRIPTION

1. The establishment of a project advisory committee and a materials development committee comprised of representatives from the six participating school districts.
2. The development of remediation packets of instruction for GED students.
3. The development of a public awareness program aimed at recruiting volunteers, especially senior citizens, as "instructional assistants" to the GED classes.
4. The designing of a preservice program for those volunteers selected.
5. The designing of a preservice program aimed at assisting the GED instructor in the implementation of an individualized remedial program of instruction.
6. The establishment of field test sites within Putnam County.
7. The formulation of an evaluation design which will permit the gathering and analysis of project data and the ultimate determination of the program's level of success.

FUNDING

$36,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

GED students, volunteers

PRODUCT

Final evaluation data and remediation packets for GED instruction will be available at a later date.

EVALUATION

Each of the four project objectives will be evaluated individually. Additionally, the overall program will be evaluated as to its impact on adult student achievement.

Once demonstration of program processes and products has been accomplished and evaluated data collected, an analysis and interpretation of the data will be made to determine overall program effectiveness. The success of this project will be determined by significant gain in student achievement on the GED test. A comparison of GED test scores will be made between members of the target population and control groups. Student achievement will be measured to evaluate program effectiveness as both an intervention and a remediation program.

Intervention: Scores of students enrolled in GED classes who were identified as being in danger of failing the GED test will be compared with those of a control group identified through the use of the same criteria, but who do not receive remedial assistance. A 10% higher passing rate by the target population will constitute a significant education gain.

Remediation: The same evaluation design and performance standards will be applied to those students who have failed the GED test at least once and who participate in the program. Drop out rate between this and the control group will also be compared in determining a possible added effect of the program.

TITLE More Effective ABE Instruction for Institutionalized Addicts and Alcoholics Through the Kentucky GED Video Series GED-4

CONTACT
Eagleville Hospital (215) 539-6000, Ext. 503
100 Eagleville Road
P.O. Box 45
Eagleville, PA 19408-0045

DESCRIPTION

This project proposes to use the Cambridge Kentucky GED Video Series to enable more effective adult instruction of institutionalized recovering addicts and alcoholics to move from the ABE level to preparation and successful completion of the GED test. Teacher evaluation and student pre-and-post tests are planned to measure student progress. The addition of these materials would enable more personalized instruction and provide greater use of existing video equipment.

FUNDING

$4,999.90 July 1, 1982 - June 30, 1983

TITLE Project Giant Step Phase II

CONTACT Jim Morgan (817) 322-6928
Director, Adult Education
Adult Education Division
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305

OBJECTIVES

1. Revise twelve GED newspaper mini-lessons.
2. Print and disseminate mini-lessons to adult education cooperatives.
3. Provide technical assistance for implementation of mini-lessons.
4. Evaluate effectiveness of the project.
5. Develop videotape mini-lessons for television viewing.
6. Evaluate videotapes.

DESCRIPTION

Eligible adult education programs will be conducted and informed of the availability of the GED newspaper mini-lessons. These will be disseminated as negatives and technical assistance for implementation provided by the project staff. The mini-lessons will also be transferred to videotape to provide an additional mode of delivery for GED instruction. This will include script writing, creating of appropriate visuals, piloting and evaluation of the production of these videotapes.

FUNDING

$19,756 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Educational level grades 6-12

PRODUCT

1. Negatives of twelve GED newspaper mini-lessons (student instruction)
2. Implementation guide (project directors and supervisors)
3. Publicity guide (project directors and supervisors)
4. Twelve videotape GED mini-lessons (student instruction)

Final report for Project Giant Step 1981-82 currently available from Adult Education Division, Region IX Education Service Center, and Texas Education Agency. Report for Project Giant Step Phase II will be available August 1983. Cost for either report: duplicating and postage.

EVALUATION

1. Number of requests made for Giant Step lessons
2. Number of sets provided
3. Number of sites implementing project
4. Number of enrollees verified
5. Number of contact hours verified
6. Number of GED graduates

TITLE GED Newspaper Course GED-6

CONTACT Gail Dowling (802) 456-8837
Director
Vermont Institute for Self-Reliance
Box 66
East Calais, VT 05650

OBJECTIVES

1. To encourage skilled adults without a high school diploma and not working in any ABE program to take the GED.
2. To assist upper intermediate students to prepare for the GED.
3. To recruit intermediate and beginning students for existing ABE programs in the state.

DESCRIPTION

By being able to successfully work through a series of 12 weekly mini-lessons appearing in local newspapers, advanced students, working on their own, will be encouraged to take the GED test. Upper intermediate students will encounter some problems in the series; they can call, through a toll-free line, the office of the state-wide correspondence course, where they will receive answers and immediate help. Supplementary work will be sent out immediately to reinforce the phone and newspaper instruction. Intermediate students who find the newspaper course too difficult, but would like to work toward the GED, will be offered the option of studying through correspondence before completing the newspaper course. Lower intermediate and basic level students who call for help will be gently referred to the home tutoring programs and learning centers throughout the state.

The basic material will be the newspaper course. Individualized lessons, available to all state ABE programs, will be provided when necessary.

FUNDING

$3,000 September 1982 - June 1983

TARGET AUDIENCE

Advanced and intermediate educational level, rural residents, older adults, institutionalized - health and correctional

PRODUCT

As the series is used and problem areas are cleared up, a booklet similar to the series will be put together.

EVALUATION

Evaluation will be determined, in part, by

1. The number of students taking and passing the GED--if that information can be gleaned from GED testing centers.

2. The number of calls for help and the success or failure of that help. (If the text of the course constantly leads to the total confusion of competent students, it must, obviously, be poor.)
3. The number of referrals resulting.
4. The number of calls for answers with no help needed.

HIGH SCHOOL DIPLOMA

TITLE Regional Adult External High School Diploma Program H-1

CONTACT Joan Abeshouse (203) 847-3873
Program Manager
Cooperative Educational Services
11 Allen Rd., P.O. Box 2087
Norwalk, CT 06852

OBJECTIVES

1. Continue providing a competency based alternative route to an adult high school diploma to adults in the Cooperative Educational Services' region.
2. Conduct a regular schedule of counseling sessions across the region to inform adults of diploma options.
3. Increase the number of persons who avail themselves of remedial resources in basic skills after the program's diagnostic phase, and return to complete diploma requirements.
4. Promote local awareness, acceptance, adoption and implementation of this program regionally and statewide.
5. Implement expanded recruitment.
6. Provide technical assistance to programs in Fairfield & Hamden; train new staff members as required.

DESCRIPTION

This program has a specifically prescribed format and materials developed by the New York State External Diploma Program. In addition to operating the program, project staff continuously conduct regional activities designed to build a) awareness and acceptance of this diploma alternative; b) remedial resources for participants; c) networking of all External Diploma programs as new sites are established statewide. Conferences, newsletters, media releases, individual contacts are strategies used to reach the following agencies and individuals: target population, adult ed. directors, high school guidance personnel, board of education and superintendents, area post secondary and training institutions, social service agencies, regional business/industry/labor.

FUNDING

$35,587 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Black, hispanic ethnic groups, older adults, those lacking high school diplomas, immigrants

PRODUCT

1. Regional Needs Assessment 1980
2. Follow Up Survey of Graduates 1980-81
3. Reports to State Dept. of Education 1979-80, 1980-81, 1981-82
4. Newsletters (all available at cost of duplication)

EVALUATION

Project staff, with consultative input from the Department of Research and Evaluation of Cooperative Educational Services, will carry out appropriate activities to measure the degree to which each program objective was met.

Objectives for this year's proposal are articulated in a manner which facilitates a straightforward monitoring of actual outcomes. Those hoped-for outcomes include:

- A minimum of 300 persons will be served through activities funded by the program.
- A minimum of 14 information sessions will be conducted regionally to inform adults of diploma options.
- Expanded recruitment and referral strategies will be reported.
- Technical assistance activities to programs in Fairfield and Hamden will be reported.
- Increased numbers of students will take advantage of the program's remedial resources.

In addition, a follow-up survey of graduates is presently being conducted.

TITLE External High School Diploma Program - Year of Refinement H-2

CONTACT Lyngrid S. Rawlings (202) 673-7329
Assistant Director, Adult Ed.
Garnet Patterson Community School
External High School Diploma
10th & U Street, N.W.
Washington, D.C. 20001

OBJECTIVES

On August 31, 1982, the Board of Education approved the External High School Diploma Program as a "bona fide" method for adults twenty-five years and above to earn a high school diploma. This is the year of refinement. The objectives are: 1) to revise program based on data gleaned from pilot projects; 2) to graduate, at least, twenty-five (25) adults in June 1983; and 3) to secure regular budget item status in the District of Columbia Public Schools.

DESCRIPTION

This project assessed the adults 1) entry academic and life skills competencies using the Adult Performance Level Assessment; 2) career interests, abilities, and values using the Harrington/O'Shea Career Decision-Making instruments; and 3) self-concept using the Literary Self-Portrait. Upon acceptance into the program the candidate uses locally developed assessment tasks or games in the areas of Health, Social/Political/Consumer/Producer and Career Decision-Making Occupational Knowledge. Adults must also demonstrate competence in an individualized Occupational/Vocational area to insure that they have the essential skills to be self-sufficient. Finally, candidates must develop their five year life/career action plan to map out their strategy for career advancement and personal fulfillment.

FUNDING

$15,000 October 1982 - June 30, 1983

TARGET AUDIENCE

Functionally competent, self-directed urban residents

PRODUCT

To date, the research that was required to develop this program has been used to develop the papers listed below which have been presented at numerous local and national workshops and conferences. These papers can be provided upon request.

1. Life Skills Diploma Program/Urban Style
2. Assessing Vocational Competence Using Applied Performance Tests
3. Adult Career Counseling - A Vehicle for Self Fulfillment
4. Tenacity - Stress Management Game

5. Life/Career Resource and Assessment Center
6. "CBAE in the Capital City: What We've Learned in Five Years of Development"

EVALUATION

The External High School Diploma Program is an assessment program which assesses adults competency in academic, life and career skills. Problem solving skills and personal growth are also assessed.

For the initial screening in this program we use two commercially developed instruments and one locally developed instrument. We use the Adult Performance Level Assessment (100 items) and the Harrington/O'Shea Career Decision-Making instrument. We found that individuals who score below the APL 3 score need an instructional support system to complement their research efforts. The Literary Self-Portrait, a locally developed instrument is used to help applicants gain insight on how they perceive themselves and to help the staff to test their writing skills.

Both the Life Skills Assessment tasks and individualized occupation/vocational tasks are based on the belief that knowledge is valid whatever the source. Individuals must be able to complete the prescribed tasks regardless of how they acquire the knowledge needed. If the knowledge already exists, they use it to complete the prescribed tasks; if they do not have the knowledge they must acquire it through research and complete the tasks.

The Five Year Life/Career Action Plan is the final task the candidates must perform. To complete this task the candidates must employ the knowledge documented earlier in the program to map out a strategy which will insure career advancement and personal fulfillment.

On August 31, 1982, the Board of Education unanimously approved the External High School Diploma Program as a bona fide program of the Public Schools of the District of Columbia.

TITLE External Diploma Program H-3

CONTACT Jack Scott (406) 791-2140
Director ABE
Great Falls School District #1-A
Adult Education Center
915 First Avenue So.
Great Falls, Montana 59405

OBJECTIVES

To establish the External Diploma Program process as a regular, ongoing part of the Adult Education Program in Great Falls for granting High School Diplomas to adults.

DESCRIPTION

The External High School Diploma Program is a competency-based alternate high school credentialing program for adults who have acquired skills through their life experience and can demonstrate these skills in applied performance tests. The New York State model has been adopted for this project in its entirety. Staff have been trained both in Montana and back in New York by the New York personnel.

Approximately 30 adults will be served by the project. Adults who complete the program receive Great Falls School District 1-A Diplomas.

FUNDING

$5,997 September 20, 1982 - May 19, 1983

TARGET AUDIENCE

Older adults, high school education, Adult Learning Center staff

EVALUATION

Final report will include evaluation of applicants' process accomplishments and review of procedures used with recommendations for future use. The effectiveness of the program will be determined by how many adults complete the diagnostic assessment and advanced placement components of the External Diploma Process and qualify for the Great Falls School District Diplomas.

TITLE New York State External Diploma Program

CONTACT Sandra Hittleman (516) 889-5575
Coordinator, Long Beach Adult Learning Center
Long Beach City School District
Lido Beach, New York 11561

OBJECTIVES

1. To provide adults with an assessment and credentialing process which is an alternative to diploma programs such as the GED.
2. To graduate 60 adult students by June 30, 1982.

DESCRIPTION

1. The program follows the guidelines, format and materials as prescribed by the New York State External Diploma Program.
2. Five staff members have been trained through the New York State Division of Continuing Education to implement this program. Periodic staff meetings, workshops and conferences offer continuous reinforcement activities and staff development.
3. The program offers candidates the opportunity to demonstrate the required skills through a variety of documentation forms, interviews and individualized sessions. If a deficiency is identified, a learning prescription is prepared and the candidate is referred to the Long Beach Adult Learning Center for assistance.

FUNDING

$20,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults needing high school diplomas.

PRODUCT

Recruitment and public information materials have been developed for local dissemination.

EVALUATION

Evaluation is an on-going component as prescribed by the program design. Each participant must be assessed by the entire package in coordination with the New York State Division of Continuing Education, Syracuse Research Corporation, Long Beach Adult Learning Center, Long Beach High School and EDP personnel.

A follow-up survey of graduates will be made 6-9 months after program completion.

TITLE New York State External Diploma Program

CONTACT Herbert Herbst (914) 963-4567
Director, Occ/Cont. Ed.
Yonkers City School District
145 Palmer Road
Yonkers, New York 10701

OBJECTIVES

The purpose of this project is to install and operate the New York State External Diploma Program in the Yonkers Center for Adult Education as part of a comprehensive learning environment. In effect, this program will add a new dimension to the credentialing opportunities offered by the Yonkers Adult Education Program.

At least 100 adults will be enrolled in the program.

At least 60 adults will complete the program and be awarded a High School diploma by the Yonkers Board of Education.

DESCRIPTION

Descriptive literature will be prepared and distributed advertising the program.

Public Information Media will be utilized to help inform the public of the new dimensions added to Yonkers Adult Education Program.

Articulation will be initiated with the Yonkers Board of Education Network Coordinator of Alternative Education Programs.

A subcommittee of the Yonkers ABE Advisory Committee will be established specifically for the External Diploma Program.

Continuous registration and intake will be provided.

Centralized diagnostic procedures at the learning center will facilitate the screening and appropriate placement of all applicants.

EDP functions will be provided anytime the Adult Education Center is open, i.e., morning, afternoon and evening.

Strict adherence to the approved model of the New York State External Diploma Program will be maintained.

Staff members directly responsible fr the installation and operation of EDP will be selected based on certification, training and experience teaching adults in Yonkers.

The selected EDP staff will be trained by Syracuse Research Corporation.

FUNDING

$20,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults with over 8.0 reading and math educational level

EVALUATION

The External Diploma Program is an alternative high school diploma program, using a competency-based format, instead of the accumulation of Carnegie credit units currently required of high school students. The program assesses and certifies life oriented skills for each candidate, who must demonstrate his mastery of two kinds of competencies: tasks involving 64 competencies (e.g., math, reading, consumer, science, citizenship, health awareness, and occupational preparedness, etc.), and an Individualized Competency in an occupational/vocational, advanced academic, or specialized skill such as music, art or photography.

Syracuse Research Corporation and the New York State Education will make periodic on-site visits and evaluations to insure strict adherence to Program standards.

Additionally, a three-member review committee of Directors of Yonkers Central Administration will review candidates folders before making final recommendations to the Superintendent.

TITLE New York State External High School Diploma Program H-6

CONTACT Gerardo Franciosa (716) 278-5718
Project Administrator
Adult and Basic Education
Niagara Falls City School District
901 24th Street
Niagara Falls, New York 14301

OBJECTIVES

The goal of the project is to validate life skills and award high school diplomas by providing adults with an assessment and credentialing process as an alternative to traditional testing programs.

DESCRIPTION

Testing is administered at intake to determine eligibility to the program. Successful candidates are then assigned a series of tasks with evaluation upon completion along with spot checks using materials from the N.Y. State model. The candidate must demonstrate sixty-four (64) competencies with 100% accuracy. Post task activities are assigned where skills have not been 100% demonstrated. Completion of portfolios, with two reviews, takes approximately three months. Successful completers are then recommended for a local high school diploma.

FUNDING

$20,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Economically and educationally disadvantaged, physically handicapped, older adults educational level eighth grade and up

PRODUCT

Recruitment and publicity materials have been developed by project staff for use locally.

EVALUATION

The External High School Diploma Program (EDP) model has been validated nationally after appropriate research, development, field testing and collection/analyses of data.

This model has a built-in evaluation system for applicants and candidates. The system consists of diagnostic testing including an achievement test, a writing assessment, a self-evaluation, an occupational survey and an occupations finder assessment.

The program procedures include: an accurate, ongoing record-keeping system which provides statistics and other information for reports and evaluation; an ongoing review and updating of individual student records and portfolios and will support the final recommendation of approval for the local high school diploma.

The New York State Division of Continuing Education monitors the EDP through assigned staff members and through its contracting agency, Syracuse Research Corporation (SRC). The SRC staff provides continuous technical assistance, evaluation, and program monitoring.

TITLE New York State External High School Diploma Program H-7

CONTACT Ilene V. Clinton (518) 271-2400
Coordinator, Continuing Education
Rensselaer-Columbia-Greene Counties BOCES
Ingalls and Sixth Avenues
Troy, New York 12180

OBJECTIVES

By June 30, 1983, there will be 60 successful graduates of the New York State External High School Diploma Program. Each graduate will receive a Troy High School diploma.

DESCRIPTION

A competency-based assessment approach is used. Each candidate must demonstrate competency in 64 areas. There are two parts to the program--advising and assessing. Standardized materials produced by the Regional Learning Center in Syracuse are used in the program.

The Student Referral Form is used when an applicant is referred to the Adult Basic Education (ABE) Program to learn. It is also used when a student is referred from the ABE Program to the External Diploma Program.

FUNDING

$20,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Oriental, Black, and Hispanic ethnic groups; older adults, seventh grade education level and above; immigrants; women

PRODUCT

A brochure and poster have been developed and are distributed throughout the service area.

Monthly Statistical Report

Availability Source:

Ilene V. Clinton, Coordinator
Rensselaer-Columbia-Greene Counties BOCES
Ingalls and Sixth Avenues
Troy, NY 12180

Cost: None

EVALUATION

A "Graduate Questionnaire" is sent to each graduate six months after completing the program. The Regional Learning Center distributes the questionnaire and collects, tabulates and analyzes the data.

TITLE New York State External High School Diploma Program H-8

CONTACT Kathleen Z. Porter (315) 425-5100
Director
Syracuse Research Corporation
Merrill Lane
Syracuse, New York 13210

OBJECTIVES

1. Implementation of an adult competency-based diploma program.
2. Training of staff for field test sites.
3. Operation of a field test site.
4. Development and refinement of diagnostic and assessment materials.
5. Development and refinement of training materials.
6. Evaluation of field test sites and data collection.
7. Technical assistance to all EDP sites.
8. Follow-up study of graduates.

DESCRIPTION

This project utilizes a complete pre-training package for all new sites which includes eight modules and a set of simulations and exercises. Following the pre-training phase is a one-week workshop which trains new staffs in program philosophy and practice and utilizes role-playing, simulations, and videotapes.

All sites receive follow-up technical assistance in the form of site visits and telephone assistance.

The project staff refine and field test all project materials and all modifications in program procedures. They also conduct evaluations of all program centers to assure faithfulness of program replication from site to site.

FUNDING

$31,883 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, volunteers

PRODUCT

This project has developed a complete diagnostic, assessment, and evaluation system of adult competencies which are contained in a series of program manuals. Of the diagnostic instruments in use, two are available commercially; five were developed by the Syracuse Research Corporation. There are two complete sets of assessment materials to measure and evaluate the 64 Generalized Competencies. There are 91 assessment instruments to measure and evaluate the Individualized Competency. This project has a complete training and staff development program which uses pre- and on-site workshop modules, videotapes, and training and in-service exercises.

EVALUATION

1. The method of determining program impact on clients is the distribution of a graduate questionnaire, which contains both closed and open questions about the client's participation in the program and post-graduate achievements.
2. A measure of the effectiveness of the project can be seen in the high success rate of EDP graduates who participated in a field test of the Regents Competency Tests.
3. Information gathered about performance and practices during an evaluation visit to field test sites is shared with staff members at each field test site during a group meeting and is contained in a site evaluation report.

TITLE Project Second Chance H-9

CONTACT Marcia Giza (215) 678-8065, Ext. 281
Director
Berks County I.U. #14
APL Program
Wilson School District
West Lawn, PA 19609

DESCRIPTION

PROJECT SECOND CHANCE will provide adults with an opportunity to receive a competency-based high school diploma whose curriculum will be expanded to include those skills in reading, mathematics, and language that pertain to a specific vocational area. This half-day program will complement a half-day training program at a vocational school. It will provide adults the chance to receive vocational-technical training and an actual high school diploma from the school district where they reside. The curriculum of the competency-based high school diploma program will be expanded to include those skills in reading, writing, computation, problem solving, and inter-personal relations that are pertinent to the student's specific vocational training. Upon completion, the adult student will have a marketable job skill and those competencies necessary to perform and cope in today's society. This designed curriculum will be available for implementation throughout the Commonwealth.

FUNDING

$29,080 August 16, 1982 - June 30, 1983

LEARNING DISABLED

TITLE The Psychoeducational Adult School Project LD-1

CONTACT Ezma V. Collier, Ed.D (205) 759-0799, Ext. 6502
Project Director
Bryce Hospital
The Adult Special Education School
Tuscaloosa, Alabama 35401

DESCRIPTION

This Project is based on competencies in accordance with the University of Texas' Adult Performance Level Study. It is felt that the patients could learn academic skills more rapidly and with more enthusiasm if the materials were relevant to their situation and personal goals. The goal of this project, therefore, is to teach academic and effective living skills to both hospitalized patients and re-admissions by utilizing information, materials and lesson plans which are relevant to the adult mentally ill patient.

FUNDING

$13,500

TITLE Sensory Aids for Life

LD-2

CONTACT Mr. John Locklin

(205) 362-1500

Project Director
Alabama Institute for the Deaf & Blind
P.C. Box 698
Talladega, Alabama 35160

DESCRIPTION

This project will modify two of the LIFE (Learning Information for Effective Living) modules developed by the State Department of Education for use with sensory impaired adults. Media support for the LIFE Modules could provide instruction through focusing on development of the task unit in format; such as, braille versions, cassette versions, signed and captioned versions and large print versions. The six objectives of this project would put into place these innovative materials and aids for two of the five modules: Consumer Economics and Health.

FUNDING

$14,500

TITLE RAISE-Rehabilitative Adult Independent Skills Education

LD-3

CONTACT
Greg Hart
Director
Pima County Adult Education Division
131 West Congress
Tucson, AZ 85701
(602) 792-8695

OBJECTIVES

To train teachers of students with special problems.

DESCRIPTION

At least three workshops will be conducted for Adult Education Teachers of Special Students. Included will be instruction in the use of project-developed materials. RAISE will, also, offer staff development and training on-site to those interested in observing and participating in actual classroom instruction and who wish intensive training in RAISE's total curriculum.

FUNDING

$23,448 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, volunteers, paraprofessionals.

PRODUCT

The RAISE II How-To Manual and addendum developed by this Project is the basis for staff training in the area of adults with special problems.

RAISE Manuals--For availability, source and cost contact Project Director.

EVALUATION

Evaluation to be done by external evaluator.

TITLE Workshop for the Handicapped LD-4

CONTACT Gary Taylor, Ph.D. (501) 762-1020
Director, Adult Education & LAC
Mississippi County Community College
Blytheville, AR 72315

OBJECTIVES

Through a workshop format, the following objectives will be achieved:

1. the upgrading of language skills, mathematics skills, and reading skills;
2. the application of basic skills to life problems faced by the handicapped;
3. the development of positive self-concepts;
4. the awareness of basic nutritional needs for remaining healthy.

DESCRIPTION

The procedures for this workshop format will be varied. Material that is relevant to the needs of these handicapped individuals will be provided. These will range from the basic materials to a series of games for social interaction and personal development. In addition, there will be a strong audio-visual component, provided through Media Assistance of the Learning Assistance Center of MCCC. All handicapped personnel will be pre- and post-assessed. This will be a highly profiled personal development program.

FUNDING

$1,980 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Handicapped-visual, auditory, limb; urban residents; adults with limited English language skills.

EVALUATION

Evaluation will be a matter of individualized reading assessments, basic mathematics assessments, and language skills assessments. In cooperation with Counseling Services at MCCC, any other relevant personal development assessment will be utilized.

TITLE Adult Learning Disabilities LD-5

CONTACT Calvin Johnson (501) 569-3124
Director of Adult Education
University of Arkansas at Little Rock
33rd and University
Little Rock, Arkansas 72204

OBJECTIVES

1. Select five (5) geographical locations as possible sites for the mini-workshops (northeast, northwest, central, southeast and southwest).
2. Locate a contact person in each area to assist with physical arrangement and scheduling.
3. Inform and recruit adult educators in each location as participants for the workshops.
4. Present information at each session that will orientate adult educators to the concept of learning disabilities and remediation strategies.
5. This project will serve approximately 100 adult educators.

DESCRIPTION

This project will establish five workshops to introduce adult education teachers to the concept of learning disabilities and the characteristics of learning disabled students.

FUNDING

$2,350 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, Adult Ed. administrators, counselors, paraprofessionals.

EVALUATION

The information and results will be shared by reporting at the scheduled 310 meetings, AAPCAE News Bulletin and at the State Conference of Adult Educators, Newsletters and other publications.

TITLE Evaluating Learning Dysfunctions and Developing Instruction Techniques for Learning LD-6

CONTACT Lila Camburn (601) 762-5877
Supervisor of Adult/Community Education
Pascagoula Municipal Separate School District
P.O. Box 250
Pascagoula, Mississippi 39567

OBJECTIVES

In reality many adults may have had learning difficulties or disabilities. Anything associated with education has a negative connotation for them, but if made aware of the difficulties, they may overcome their problems in coping with everyday living. Pascagoula therefore proposes training the adult learning center staff in the London procedure to assist them in diagnosing adult learning problems and prescribing a program of study.

DESCRIPTION

Determine:

1. The adult's learning strengths and weaknesses (as diagnosed through testing).
2. The adult's academic skills level and academic needs (as determined through administration of TABE).
3. The adult's goal as a student (as described by the student).

The London Procedure is designed for administration by a wide variety of personnel. Ideally, the diagnostician also serves as instructor.

FUNDING

$7,677 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Blacks, older adults, ABE, immigrants, adults with limited English language skills.

EVALUATION

Conduct formal survey of staff and participating students to ascertain their perceptions of the effectiveness of the technique and materials.

Identify retention level of participating students in the program.

Assess academic programs as measured by TABE pre- and post-test.

TITLE East Mississippi State Hospital Pre-Discharge Training Program LD-7

CONTACT Jack Shank (601) 483-8241
Dean of Continuing Education
Meridian Junior College
550 Highway 19, North
Meridian, Mississippi 39301

OBJECTIVES

The overall objective of this instructional program is to teach the patients those skills needed in order to obtain the overall goals of the program, i.e. the returning of the patients to society and the equipment of patients to handle the problems of daily living skills with which they are faced within society.

DESCRIPTION

Instructors furnished by Meridian Junior College reinforced by personnel of East Mississippi State Hospital will work with patients in the program eight hours a day, five days a week. The classes will be utilized to provide extra instruction for special students as needed.

FUNDING

$10,472 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Psychiatric patients

PRODUCT

Meridian Junior College will continue to employ a curriculum built around the five coping skills identified in the Adult Performance Level Study conducted by the University of Texas. Included will be the areas of Consumer Economics, Health, Community Resources, Government and Law and Occupational Knowledge.

EVALUATION

To date, evaluation of the success of this program has been based upon community performance by patients. Basic skills are measured by TABE and coping skills are measured by employing the APL test of Content Area Measures published by the American College Testing Program. East Mississippi State Hospital employs its own in-house instrument for measuring coping skills of program participants.

TITLE Deinstitutionalized Model for Mental Patients LD-8

CONTACT Geraldine Farro (201) 538-1800, Ext. 764
Greystone Park Psychiatric Hospital
Voorhees Cottage
Greystone Park, New Jersey 07950

OBJECTIVES

1. To provide 48 hours of instruction in the area of use of transportation to a minimum of 8 handicapped adults, in the process of deinstitutionalization, and their accompanying staff, to facilitate the transition of the institutionalized adult into the community;
2. To provide 48 hours of instruction in the area of money management to a minimum of 8 handicapped adults, in the process of deinstitutionalization, and their accompanying staff;
3. To provide 48 hours of instruction in the area of wise shopping to a minimum of 8 handicapped adults, in the process of deinstitutionalization, and their accompanying staff;
4. To provide 48 hours of instruction in nutrition and meal preparation to a minimum of 8 handicapped adults, in the process of deinstitutionalization, and their accompanying staff; and
5. To provide 48 hours of instruction in the area of use of community and social service resources to a minimum of 8 handicapped adults, in the process of deinstitutionalization, and their accompanying staff.

DESCRIPTION

This adult education project is a joint collaborative effort between Greystone Park Psychiatric Hospital and Parsippany Adult School. The overall goal of the proposed project is to facilitate the transition of the institutionalized mental patient into the community through the learning and application of consumer economic skills, with the support of a community-based adult education organization. The implementation of this project will produce an adult education model which facilitates deinstitutionalized, and is applicable for training of both staff and the targeted client population.

FUNDING

$4,829 July 1, 1982 - June 30, 1983

TITLE Compensatory Education Project for Mentally Retarded Adults LD-9

CONTACT Nancye Gay
Project Coordinator
N.C. Department of Community Colleges
Raleigh, North Carolina 27611

OBJECTIVES

The Compensatory Education Project, funded by the North Carolina Department of Community Colleges is developing a statewide plan to provide educational services and programs to adults who have mental retardation and who are eighteen years of age and older.

The three-year special project is being implemented at three sites in the state. These three sites are:

(1) Adult Better Living Efficiency (ABLE) Dorothy Spainhour School, Fayetteville, North Carolina.
(2) Vocational Trades of Alamance in Burlington, North Carolina and Technical College of Alamance in Haw River, North Carolina.
(3) Haywood Technical College Sheltered Workshop and Haywood Technical College in Clyde, North Carolina.

The following objectives have been used to guide the operation of the project so that an adequate educational program can be developed to meet the needs of the retarded adult in North Carolina, whether mildly, moderately, or profoundly retarded.

Objective No. 1--To develop a curriculum and needed support services based on the definition of compensatory education in the court action consent decree.

Objective No. 2--To implement this uniform curriculum at three project sites.

Objective No. 3--To set up a plan that will require the coordination and cooperation of state and local agencies in providing services to the adult with mental retardation.

Objective No. 4--To develop necessary communication required to inform the general public on the nature of the problem, the capabilities of the retarded adult, and the availability of educational services for the retarded adult.

Objective No. 5--To explore additional ways to make better use of existing training facilities for the retarded adult and to investigate possibilities for establishing alternative kinds of training facilities and/or modes of service.

TITLE Innovative Techniques for Teaching Legally Blind and Multiply Handicapped LD-10

CONTACT Donald L. Sundell (717) 787-6281
Director
Department of Public Welfare
Blindness and Visual Services
Room 300, CAB, Box 2675
Harrisburg, PA 17105

DESCRIPTION

This project is designed to teach social living and communication skills to hard to reach and severely visually impaired adults. The Bureau of Blindness and Visual Services proposes to train twenty-one rehabilitation teachers and supervisors and private agency staff, who provide rehabilitation teaching services in the most recent, adaptive skills and techniques. Through such training, the legally blind and multiply handicapped adults can become self-dependent and employable.

FUNDING

$4,079 July 1, 1982 - June 30, 1983

TITLE Survival Skills Curriculum in Language Arts for 0-4 Level ABE Student LD-11

CONTACT Harrisburg State Hospital (717) 787-9561
Pouch A
Harrisburg, PA 17105

DESCRIPTION

Since the process of deinstitutionalization has become a reality, the development of a realistic survival skills curriculum in language arts for 0-4 level ABE students is necessary. This project will identify thirty pre-discharged residents in the institution and develop five community resources skills using simple terms for the student to learn and use upon release into the community. A pretest will be administered to check how skilled the residents are in the five competencies. The curriculum and guide will be written, used in the classes, and evaluated. The project will be disseminated to all institutions in the Commonwealth.

FUNDING

$4,000 July 1, 1982 - June 30, 1983

TITLE Deaf Adults: Their needs for Life-Long Learning LD-12

CONTACT Dorothy Bambach (717) 961-4849
Director
Scranton State School for the Deaf
1800 North Washington Avenue
Scranton, PA 18509

DESCRIPTION

Strategies need to be developed for effective and innovative ways to motivate and recruit the deaf citizens of Pennsylvania to attend ABE programs. Hearing impairment significantly affects a person's acquisition of basic life skills. Remedial learning is a foremost necessity for most deaf adults. Needs assessments are to be conducted before setting up ABE program for deaf adults. An advisory committee will provide consultation concerning needs and approaches of working with deaf adults.

FUNDING

$3,768 July 1, 1982 - June 30, 1983

TITLE Training of Personnel to Teach American Sign Language (ASL) LD-13

CONTACT Dave Mortensen (801) 262-8416
President
Utah Association for the Deaf
6065 South 300 East, Suite #181
Murray, Utah 84107

OBJECTIVES

The purpose of this project is to select and train fifty people in the use of ASL. The project will also assess the effectiveness of the training and the instructional ASL materials. This will be done through community schools, agencies, etc.

DESCRIPTION

1. Train 50 persons in ASL.
2. Obtain a pool of trained ASL teachers to teach in community schools, agencies, etc.
3. Conduct classes in community schools to assess the effectiveness of the ASL training and training materials.
4. Provide the Utah State Office of Education with three copies of a final project report of the findings, results and recommendations.

FUNDING

$3,945

TITLE Special Training for Teaching Students with Handicaps LD-14

CONTACT Bonnie C. Mintun (809) 776-6690
Instructor
P.O. Box 552
Cruz Bay, St. John
U.S. Virgin Islands 00830

OBJECTIVES

1. To render Adult Education services in the Virgin Islands more accessible to adults with conditions which ordinarily handicap their learning.
2. To enhance the dignity and competence of these adults who have difficulty learning through traditional teaching methods.
3. To elevate teachers' expectations of the capabilities of such adults.
4. To increase teachers' knowledge of special instructional techniques for use with these students.

DESCRIPTION

The instructional system being presented is the "Try Another Way" method, which includes philosophy, task analysis, and specific training strategies. It was developed in the early 1970s by Dr. Marc Gold for use with profoundly retarded individuals, and has since been used successfully with students at a wide range of learning levels. I am presenting the Try Another Way system through showing a series of 8 films specially designed to describe the method; through the use of training manuals, sample task analyses, hands-on practice training, and extensive philosophical discussion concerning our preconceptions about the potential capabilities of these individuals with handicapping labels.

FUNDING

$5,949 September 1, 1981 - September 30, 1982

TARGET AUDIENCE

Handicapped, older adults, adults with limited English language skills, classroom teachers, administrators

PRODUCT

The curricula and strategies presented in this course have been previously developed by Marc Gold and Associates, 708 West Oregon, Urbana, Illinois 61801, (217) 384-4314.

EVALUATION

There are two general areas to be evaluated: the change in accessibility to Adult Education services for Adults labeled handicapped, and the change in teachers' preparedness to work effectively with these students. The first of these will be evaluated by pre- and post-interview with the administrative staff regarding interest and willingness and preparedness to serve the adult handicapped population.

The second area will be determined by pre- and post-questionnaires on the subject of teacher attitude, awareness, and specific instructional knowledge about teaching such a population.

Evaluation will also take place through on-site classroom observation of and discussion with teachers who have attended the course.

TITLE Curriculum Adaptations for Special Education LD-15

CONTACT C.W. Van Valkenburgh (703) 571-3070
Director
Rappahannock Rehabilitation Facility
1414 Caroline Street
Fredericksburg, VA 22401

OBJECTIVES

The review and adaptation of special education materials for use with learning disabled adults.

DESCRIPTION

To involve 50 teachers and 200 special needs students in reviewing and adapting materials for use with learning disabled adults in the ABE classroom.

FUNDING

$29,856 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Individuals with learning disabilities, classroom teachers

PRODUCT

Materials for use with learning disabled adults in an ABE classroom.

TITLE Homebound ABE Through Volunteers LD-16

CONTACT Jim Plitt (304) 257-4687
Grant County Board of Education
P.O. Box 1179
Petersburg, West Virginia 26847

OBJECTIVES

1. Develop a curriculum oriented to basic life skills and flexible to meet the diverse needs of each homebound individual.
2. Provide training for a paraprofessional and volunteers and determine effectiveness of the curriculum materials and homebound instruction in meeting specific needs of disabled adults in a three county area.

DESCRIPTION

In addition to a trained paraprofessional, volunteer groups will be recruited to work with homebound students. The project will be coordinated between the Potomac Highlands Mental Health Guild, Inc. and the adult learning center at the South Branch Vocational School.

FUNDING

$6,472 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Developmentally handicapped, classroom teachers, volunteers, paraprofessionals

PRODUCT

A basic life skills curriculum for developmentally and/or mentally handicapped adults will be developed.

EVALUATION

Project objectives are outlined in chronological sequence and will be evaluated monthly with written quarterly progress reports.

Each individual learner will be assessed by the American Association for Mental Deficiencies Adaptive Behavior Scale for Adults. This scale evaluates a broad range of life skills and will also be administered as a post test.

Anecdotal narratives will also be requested from participants, including students, volunteers and staff. The basic life skills curriculum will also be evaluated.

TITLE The Development and Field Testing of a Curriculum for Teaching Mentally Retarded Adults in ABE Learning Centers LD-17

CONTACT
Dennis E. Davis (304) 348-7756
Assistant Superintendent
Vocational & Community Education
Kanawha County Board of Education
200 Elizabeth Street
Charleston, West Virginia 25311

OBJECTIVES

1. To develop, modify and field test a curriculum and needed support services for severely retarded adults.
2. To implement the curriculum at the Shawnee Education Center and other locations.
3. Develop a staff development plan to deliver inservice training for ABE personnel.

DESCRIPTION

1. A written curriculum in specific areas will be developed for classroom teachers. Each area will state the purpose, goals and activities to follow.
2. Several project sites will be selected to field test the written curriculum program.
3. Staff development training modules will be produced for ABE teachers.

FUNDING

$4,750 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Mentally handicapped, classroom teachers

PRODUCT

A curriculum and needed support services for mentally handicapped adults will be developed. After inservice training for ABE personnel, it is hoped that the curriculum can be used by ABE teachers in learning centers and classrooms.

Project results will be available after the conclusion of the project, 6/30/83.

EVALUATION

1. All objectives listed for this project will be evaluated.
2. A log or evaluation design summary will be maintained to determine the extent to which the objectives have been accomplished.

TITLE Developing an Employability Skills Curriculum for Disadvantaged and Handicapped Adults Receiving Institutional Services LD-18

CONTACT Terry L. Cannon (304) 788-0275
Coordinator, Adult Education
Mineral County Board of Education
600 South Water Street
Keyser, West Virginia 26726

OBJECTIVES

1. To develop a competency based curriculum in job seeking and holding skills for low functioning adults.
2. To develop a model application of the above curriculum for use with juvenile care or detention homes.
3. To develop an employability skills checklist that could be used as a standard or pretest for individuals potentially seeking employment.
4. To field test the above curriculum, models and checklist on at least 50 adults.

DESCRIPTION

1. Review employability curricula and current employment trends.
2. Develop and field test curricula, application models and employability checklists.

FUNDING

$6,190 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Institutionalized for health, classroom teachers, counselors, paraprofessionals

PRODUCT

A competency based curriculum in job seeking and holding skills for adults with low educational levels, with particular emphasis and applicability to adults in sheltered workshops and juvenile care centers.

Project results will be available after the project is completed, June 30, 1983.

EVALUATION

All project objectives will be measured. The employability skills checklist and the competency based curriculum in job seeking and holding skills will be field tested and evaluated.

TITLE STEPS (Strategies for Teaching, Evaluation, Progress and Success for Learning Disabled Adults) LD-19

CONTACT Barbara Metheny (304) 292-3361
Adult Education Director
Monongalia County Board of Education
1000 Mississippi Street
Morgantown, West Virginia 26505

OBJECTIVES
1. To describe specific learning problems, assessment procedures and effective teaching processes and activities.
2. Conduct workshops for ABE instructors.
3. Evaluate effectiveness of the handbook and teaching methods.

DESCRIPTION
1. Survey of current literature and resources.
2. Coordination with groups and agencies serving adults with learning disabilities.
3. Prepare checklists of learning disabilities with descriptions of L.D. symptoms.
4. L.D. diagnosis by formal and informal assessments.
5. Development of teaching strategies and activities and a materials guide.

FUNDING
$4,452 July 1, 1982 - June 30, 1983

TARGET AUDIENCE
Individuals with learning disabilities.

PRODUCT
A guidebook will be developed for ABE teachers to assist them in dealing with adults who have learning problems.

Project results and materials will be available after the conclusion of the project, June 30, 1983.

EVALUATION
1. All objectives stated in the project will be evaluated.
2. An evaluation instrument will be developed for pre/post testing.
3. The handbook will be evaluated after distribution and use in the field.

TITLE Meeting Needs of Low-Level Adults in Ohio County LD-20

CONTACT Dr. Robert B. Sharps (304) 242-3430
Assistant Superintendent
Ohio County Board of Education
2203 National Road
Wheeling, West Virginia 26003

OBJECTIVES

1. Develop competency based curricula in the areas of reading, writing, math, nutrition, health and hygiene and survival and personal responsibility.
2. Develop new or additional teaching aids and materials.
3. Utilize and evaluate the materials by testing with students.
4. Assess the progress of students in each competency skill area.

DESCRIPTION

1. Identify the functional needs of the handicapped students at the Wheeling Area Training Center for the Handicapped (W.A.T.C.H.).
2. Develop individual plans of instruction, based on competencies, to meet these needs.
3. Develop and evaluate innovative teaching methods and materials geared to the particular needs of the intellectually handicapped adult.

FUNDING

$9,483 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Mentally handicapped adults, institutionalized-health

PRODUCT

Competency based curriculum, materials, teaching methods, etc., for mentally handicapped adults.

Project results will be available after completion of the project, June 30, 1983.

EVALUATION

Developed competency materials and teaching methods and techniques will be field tested and used by the handicapped adults. Student progress will be determined and the materials and methods evaluated based on their effectiveness in attaining the identified and needed competency skills.

TITLE RENEW ABE Demonstration LD-21

CONTACT Ms. Pat Linnett (307) 672-7481
Project Director
Rehabilitation Enterprises at
North Eastern Wyoming, Inc.

DESCRIPTION

A demonstration project designed to provide the developmentally disabled adults with pre-vocational enabling skills, appropriate placement and follow-up services. Instruction will center around "life coping" and "job coping" skills. Individual education plans will be developed for each client participating in the program.

FUNDING

$5,020 August 20, 1982 - June 30, 1983

TARGET AUDIENCE

Mentally and/or physically handicapped adults in a work activities center.

PRODUCT

Basic procedures handbook

RECRUITMENT

TITLE Community Relations Kits for Recruitment and Retention R-1

CONTACT T. J. Boyer (501) 273-7736
Coordinator
Benton County Learning Center
610 S.W. "A" St.
Bentonville, Arkansas 72712

OBJECTIVES

1. Development of a suggested time-table for recruiting and follow-up activities.
2. Compilation of sample tools which have proven effective in ongoing programs in Arkansas.
3. Development of suggested formats for flyers, letters, PSA spots, etc.
4. Incorporation of these materials in a loose leaf binder format for distribution to local programs.
5. Production of 30 such kits to be delivered to the adult education section by June 30, 1983.
6. Production of 30 slide presentations with cued audio narrative for use with civic groups, education fairs, etc.

DESCRIPTION

1. July 1, 1982 - September 30, 1983 - Solicitation by mail of materials from programs across Arkansas (Objective #2).
2. October 1, 1982 - December 31, 1982 - Development of materials to meet objectives 1 and 3. Photography for slide presentation (Objective #6).
3. January 1, 1983 - March 31, 1983 - Editing and compilation of a "camera ready" master copy for printing. Editing and selection of slides. Development of narrative.
4. April 1, 1983 - June 30, 1983 - Production and delivery of 50 kits (Objectives 4, 5, and 6). Narrative will be done by a professional radio announcer.

FUNDING

$1,584 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Administrators-ABE

PRODUCT

Thirty loose-leaf bound guides consisting of sample fliers, letters, ads, announcements, etc., for recruiting and publicity.

Thirty slide presentations outlining the scope and mission of adult basic and general adult education in Arkansas with an audio narrative.

These materials will be general enough to be used by local program adminstrators, teachers, etc., anywhere in Arkansas in defining adult education for the community and for recruiting and publicizing local programs.

The loose leaf binders will be geared to the print media and the slide presentation for the visual media or for presentations to civic clubs, at county fairs, education fairs and the like.

EVALUATION

This project is designed to produce 30 kits, loose-leaf bound with an accompanying slide presentation. The kits are intended for use by local programs in Arkansas to facilitate recruiting and publicity efforts in the local community. The summary objective is delivery of 30 complete kits to the state adult education office by June 30, 1983. Any measure of the utilization or impact of these kits is beyond the intended scope of this project. A follow-up project, to perform such evaluation once the kits have been in use, is being contemplated.

TITLE Innovative Outreach Techniques in ABE Needs Assessment R-2

CONTACT Robert Wells (515) 683-5182
Director, Continuing Education
Indian Hills Community College
Grandview & Elm
Ottumwa, Iowa 52501

OBJECTIVES

To demonstrate an innovative outreach technique designed to identify, assess, and provide follow-up to adults in our service area who because of educational, cultural, and/or geographical limitations have not been reached through conventional continuing educational programming.

DESCRIPTION

1. Establish and utilize a local advisory committee to this project composed of college and local school personnel.
2. Design an outreach survey instrument to provide educational needs assessment in our area, compatible with computer analysis capabilities.
3. Direct mail 55,609 surveys to households within our service area with resultant 30% return (16,682) during the two year project.
4. Analyze data provided through computer printouts of survey returns.
5. Provide follow-up education services for 850 persons surveyed in ABE or related educational pursuits during the two year project.
6. Disseminate project information to include data on survey returns, survey follow-up enrollments, client characteristics, and financial data.

FUNDING

$17,473 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Those in need of GED, adults with limited English language skills

PRODUCT

Information includes the survey instrument and a summary of the need, methodology, and actual/projected outcomes of the project. Most importantly, the "process" of surveying in rural locations is and will be emphasized as a tool in assessing educational needs for all community colleges in Iowa.

All publications, samples of surveys, reports or other items generated from this project will be disseminated at no charge to any requesting individual or agency.

EVALUATION

The effectiveness of the project can easily be measured in two ways; short term and long term.

1. Short term evaluation - This evaluation is conducted as each district survey is completed and number of respondents tabulated. At the conclusion of the first year of the project we are ahead of projection for total numbers of respondents in the project.
2. Long term evaluation - This evaluation will be completed within twelve months after the conclusion of the project. All respondents ae referred to our Student Services division, a contact is made, and the respondent is coded into our computer. When enrollment in our educational program occurs, that respondent will show as a survey participant and thereby provide documented follow-up as to the success of our 310 Project.

TITLE Recruitment, Staff Development and Community Linkages R-3

CONTACT Sonja Rue (701) 282-9703
Southeast Regional Coordinator
West Fargo Public Schools
West Fargo, North Dakota 58100

OBJECTIVES

Objective 1 - The project will organize resources available for staff development of new ABSE program directors, coordinators and instructors. Staff development activities should increase the effectiveness of ABSE professionals in reaching and teaching under-educated adults.

Objective 2 - The project will increase awareness of the ABSE program (GED and Basic Skills) in Fargo and Southeastern North Dakota among community groups, human service agency professionals, ministers, educators, librarians, Job Service professionals, media contacts and prospective adult students as well as the general public.

Objective 3 - The project will attempt to improve educational services for under-educated adults in existing programs and to reach and serve adults in rural areas that are some distance from an existing program.

DESCRIPTION

Activities, Strategies and Materials Used - To promote awareness of ABSE, personal contact with the media was initiated and continues to occur. Media contacts include television, radio and newspapers. Strategies and activities (with supporting materials) that have been carried out include the following:

1. Sharing student success stories on talk shows and in newspaper feature stories has attracted prospective students to the program.
2. Press releases have been prepared to announce planning meetings and to bring the program locations, class hours and cost (free) to the attention of prospective students and agency professionals. Feature stories have been written and reporters from television, radio and newspapers have been cooperative in providing media coverage of important events such as graduation.

Human service agency personnel, ministers, some civic organizations and some employers have been contacted, in person, to promote awareness of ABSE.

High school dropouts are contacted and encouraged to make an initial visit to the ABSE program. Telephone calls, postcards, and letters have been used. Posters and word-of-mouth via students currently in the program also have been effective in recruitment.

Posters with tear-off fliers have been displayed in churches, beauty salons, grocery and hardware stores, grain elevators, laundromats, garages, youth centers, shopping malls, etc., and at fairs and special community events.

Volunteers have been found and scheduled to increase individual contact in the learning environment as class size increases. College students needing field experience credits have been very reliable. ABSE graduates also provide volunteer time.

Classes offering consumer life skills and job search skills have been developed for use with adult ABSE students. The classes have been opened to other adults who may wish to attend.

FUNDING

$8,587 November 15, 1981 - June 30, 1982

TARGET AUDIENCE

Individuals with below high school education

PRODUCT

An in-depth manual has been prepared so that the methods and materials can be shared in an easy-to-use, organized format. The manual should be helpful to program directors, coordinators and possibly instructors in ABSE. It will be available from the North Dakota Department of Public Instruction.

EVALUATION

Increased enrollment and calls from prospective adult students indicate that the awareness program is having the desired effect.

Student success stories in newspapers and student testimonials on television and at graduation exercises indicate that the classroom instruction is effective in motivating the adult to move on to greater academic growth, better jobs and improved self-confidence and self-esteem. Graduates show less dependence on welfare and other social service support programs as they become active participants in the work world or go on for additional training.

Adults in outlying areas will soon have the opportunity to take GED training via a public television program. A follow-up survey of those enrolled in GED training via T.V. will provide feedback that can be helpful in improving future media educational efforts.

TITLE Recruitment - Dissemination/Community Linkage R-4

CONTACT Sandy Brand (701) 241-4883
Northeast Regional Coordinator
Fargo Public Schools
Fargo, North Dakota 58102

OBJECTIVES

1. The project will establish, put into effect, and document a public awareness program. The availability of Adult Basic and Secondary Education classes and potential help areas (GED, educational refresher, etc.) will be accentuated using the media, social service agencies, clergy and other referral sources.
2. Clientele volume taking advantage of this educational potential will be increased and consequently the high percentage of adults without high school diplomas or GED will be decreased.
3. With the educational level of North Dakota's adult population being raised, the employability of these adults will improve and dependency on welfare programs will lessen.
4. Supportive assistance will be offered to ABSE educators in the form of media material, organizational materials, etc.
5. Adults requiring educational and employment assistance will be made aware of the possibility of achieving this at no cost to them.
6. Work with small and large businesses to offer them education services to improve their employees' work potential.
7. Needs for increased ABSE programming will be determined and possible remedies devised and tested.

DESCRIPTION

1. Direct contact with media will be maintained - television, radio and newspapers.
2. Maintain contacts with local and regional instructors to share ideas and successes.
3. Prepare reports and written material, slides, etc. and visit with regional directors and instructors to share materials, forms, etc.
4. Visit social service agencies, employers, businesses, clergy, etc. to explain the program and its potential as well as distribute printed material - i.e. posters and flyers.
5. Display posters and ABSE materials in very visual areas - i.e. stores, service stations, and any and all coffee break areas.
6. Confer with student referral sources to obtain new students and reinforce for past referrals.
7. Offer speakers to inservice volunteers (i.e. Birthright)
8. Work in the classrooms to gain hands on experience and free instructors for inservice and allow them to act as guest speakers.
9. Contact past high school dropouts to encourage attendance in ABSE.

FUNDING

$20,000 November 15, 1981 - June 30, 1982

TARGET AUDIENCE

Adults with learning dyslexia, older adults, adults with limited English language skills, illerate to refreshing educational skills after high school

PRODUCT

The culmination of the project has been a "How to do it" manual being put in final form to be sent to the state department for reprinting and distribution to the other adult education learning centers. It has been constructed to be adaptable for small rural programs or large learning centers.

The above mentioned manual will be available through the Department of Public Instruction.

EVALUATION

The evaluation is best determined by increase in class size and method of awareness determined by questioning students and call-ins. The volume of press and media coverage also indicates an increase in consciousness of the ABSE program. These exposures will be recorded by file or video tape. Recruitment cards will be filled out by the instructor on each inquiry about the program. The card will record the method by which the caller became aware of the program and what he/she expects to gain by attending.

TITLE Adult Education Volunteer Advocacy Center R-5

CONTACT Pieter V. Miller (215) 372-5035
1311 Orchard Road
Reading, PA 19611

DESCRIPTION

The Adult Education Volunteer Advocacy Center project will develop a unique and exemplary model "advocacy center" for the systematic identification and use of Adult Education Supporters. Three resource files will be developed, including the general support file, special service file, and information file. The talented volunteers qualifying, after screening, for the Special Services file will be used by scheduling speaking engagements, T.V. appearances, and radio talks. Special features will include the "minute man" concept, advisory council, and Adult Education month (February) activities.

FUNDING

$3,710 July 1, 1982 - June 30, 1983

TITLE Recruitment and Training R-6

CONTACT Dr. Louis Holder (512) 883-9288
Director
Region II Education Service Center
209 North Water
Corpus Christi, Texas 78401

OBJECTIVES

1. Development of a replicable model for recruitment into adult education presented in a handbook format.
2. Design and conduct a seminar to train adult educators in basic social marketing theory and in the use and field testing of the model.

DESCRIPTION

An advisory group will be formed to assist the project in surveying local programs to identify successful recruitment methods and resources. A model will be developed and field tested. A handbook will incorporate various resources that can be used by local directors in recruitment and program promotion.

A seminar will be organized to train adult educators in basic social marketing theory.

FUNDING

$17,944 July 1, 1982 - December 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators

PRODUCT

A recruitment handbook will be developed by December 31, 1982, and will be made available to local programs for field testing.

Copies will be provided to the Texas Education Agency for dissemination.

EVALUATION

1. Seminar participant evaluation.
2. Internal and external evaluation.
3. Development of the handbook.

TITLE Home-Aide/Recruiter/Correspondence Program R-7

CONTACT JoAnne Wray (703) 694-3163
Project Director
Patrick County Schools
P.O. Box 346
Stuart, VA 24171

OBJECTIVES

Development of alternative delivery system for reaching rural adults.

DESCRIPTION

Home-Study/Correspondence

FUNDING

$24,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Rural residents, Home Teacher/Aides

PRODUCT

1. System of home study correspondence.
2. Handbook on how to do will be developed.

EVALUATION

The success of developing a viable option for the delivery of instructional services to persons in a rural county will be determined by the enrollment and success of enrollees in progressing through the curriculum levels under the Home Study/Correspondence Program.

STAFF DEVELOPMENT

TITLE Staff Development for ABE/ESL Teachers and Coordinators S-1

CONTACT Edward Szwakop (602) 432-5703, Ext. 218
Director
Cochise County School Office
P.O. Box 208
Bisbee, AZ 85603

DESCRIPTION

Two workshops for teachers to be held in Tucson and Phoenix to (a) demonstrate the use of commercial multi-media materials and methods, (b) demonstrate the use of "found" materials from the functional world of adults, such as pictures, games, newspapers, yellow pages, etc., (c) give teachers a chance to share techniques, and (d) train participants in record keeping and reporting.

FUNDING

$8,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, coordinators, volunteers, paraprofessionals

EVALUATION

Evaluation to be performed by external evaluator.

TITLE Instrumental Enrichment S-2

CONTACT Shirley Heymann (602) 257-3182
Director
Phoenix Union High School District
525 N. 7th Street
Phoenix, AZ 85006

DESCRIPTION

A pilot class in Instrumental Enrichment Instruction to demonstrate more efficient ways to teach the thinking skills necessary for learning and the resulting behavioral changes and reactions to new educational and everyday work experience.

A 20-hour seminar on Language Learning will be presented by Dr. Caleb Gattegno, founder of The Silent Way.

FUNDING

$8,243 September 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, volunteers, paraprofessionals

EVALUATION

Achievement of student participants.

TITLE University of Arkansas Adult Education Project S-3

CONTACT Dr. Rhonda L. Harvey (501) 575-4407
Associate Professor
University of Arkansas
217 Graduate Education Building
Fayetteville, Arkansas 72701

OBJECTIVES

1. Continue offering the master's and specialist degrees in adult education.
2. Continue implementation of a doctoral program in adult education.
3. Offer courses in adult education that will satisfy certification requirements whether an adult educator wants a degree or not.
4. Assist local adult education programs with specific problems they may encounter relative to teaching adults.
5. Assist the Adult Education Section of the Arkansas Department of Education with problems they may encounter in administering the state-wide program.
6. Assist with non-credit workshops and conferences when appropriate.

DESCRIPTION

The staff development activities conducted by the University of Arkansas included non-credit workshops and conferences for credit. Various techniques were used including lectures, group discussions, buzz sessions, panels, brainstorming, demonstrations, etc.

FUNDING

$35,470 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors

EVALUATION

This project is evaluated in conjunction with all of the 310 Projects in the State of Arkansas by an outside evaluator—the contract being awarded by the Adult Education Section of the Arkansas Department of Education. The results of the Evaluation should be available in that document.

TITLE California Staff Development for Competency-Based Adult Education S-4

CONTACT John W. Tibbetts and Dorothy Westby-Gibson (415) 469-2369
Project Directors
Center for Adult Education
San Francisco State University, Ed #221
1600 Holloway Avenue
San Francisco, CA 94132

DESCRIPTION

The project will establish a Statewide Staff Development Consortium with experts in ABE, ESL, VESL, Guidance, Administration, Assessment, Evaluation, Dissemination and Cultural Diversity.

The project will provide the following:

1. Four regional CBAE orientation staff development meetings.
2. Advanced training in staff development for dissemination and assessment personnel.
3. Publication of a Handbook for Staff Developers.
4. Four regional CBAE implementation conferences.
5. Mini grants for selected CBAE implementation sites.
6. Statewide Spring Conference (March 9 - 11, 1983, Sacramento)
7. Summer Institute (June 22 - 24, 1983 - SFSU) for CBAE implementation sites, CASAS and support functions.

FUNDING

$255,541

TITLE Nomos Institute S-5

CONTACT Dr. Robert Heath (415) 524-0138
Project Director
Nomos Institute
1117 Virginia Street
Berkeley, CA 94702

DESCRIPTION

A state-level project that provides coordination between the Directors of Adult Education of the Federal Department of Education Region IX. Activities include coordination and staff development.

FUNDING

$27,216

TITLE Connecticut Adult Basic Education Staff Development Project S-6

CONTACT Marc Potish (203) 674-8378
Director
Capitol Region Education Council
25 Wolf Pit Road
Farmington, CT 06032

OBJECTIVES

To provide professional development services to adult education directors, teachers, and counselors in Connecticut.

DESCRIPTION

1. Conduct Pre- and In-Service training for adult education personnel.
2. Provide general technical assistance to local adult education programs.
3. Provide intensive on-site consultancy to targeted local ABE programs.
4. Maintain a resource center of current adult education resources and practices.
5. To publish and disseminate adult education newsletter, "CONNTACT."
6. To sponsor special training projects.

FUNDING

$97,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classrom teachers, Adult Education directors, counselors, volunteers, paraprofessionals, women, CT agency personnel

PRODUCT

PRODUCTS	SERVED	TYPE OF EDUCATIONAL SERVICE
1. Curriculum Outlines & Assessment Procedures for the In-Touch Series by Longman (not available for dissemination).	teachers	instruction
2. You Can Open the Door to Your Career: a Career Planning Handbook for Adults (not printed as of 9/1/82).	adults	information and self-discovery

PRODUCTS	AVAILABILITY	SOURCE	COST
3. Readability (defining the problems and finding solutions).	75 copies	SDP Project	no cost

4.	Assessing communication skills	not available	SDP Project	N/A
5.	Pre-service manual	out of print	SDP Project	N/A
6.	Adult Ed. newsletter "CONNTACT," 1975-82 (3-4 issues/yr)	limited # of copies	SDP Project	N/A

EVALUATION

1. Product and process used to evaluate the results and conduct of the project.
2. The workshop evaluation sheet used for evaluating all workshops is enclosed. The average rating of the workshops was 6.58 (7=excellent, 1=poor).

TITLE Crossroads: A New Beginning S-7

CONTACT Charles Watson Clark (904) 653-8183
Principal - Adult School
Franklin County School Board
127 Avenue J.
Apalachicola, FL 32320

OBJECTIVES

1. With the installation of a project director and in-depth emphasis on recruitment, enrollment figures should double from September, 1982 to May, 1983.
2. Some criteria for teacher selection will be developed in August by the director. Included in the criteria should be such items as positive self-concept, flexibility, people-oriented, and willingness to learn and change.
3. A workshop will be held in late August or early September, 1982 for teachers of adults to interact with a consultant on problems, materials, strategies, and other related matters. Presentations on individualization, creative approaches to stimulate interest and methods to aid enrollment retention will be made. Information concerning SSAT and other graduation requirements will be disseminate by the project director.
4. Follow-up workshops will be held in January and May.

DESCRIPTION

1. Working with various agencies, the project director will insure the public's awareness of the need for adult education and the services available in the county to meet this need. Serving as a speaker for local civic clubs will be included.
2. Utilization of available CETA field representatives as recruiters will be made as soon as possible in August-September.
3. Information on current drop-outs, selected sources of possible clients and daily recruiting will be followed up with information about available classes.
4. Using State Department sources and information on adult learning, the director will develop a checklist for prospective teachers.
5. Observations of teaching style, conferences with principals, and teacher commitment to recruitment will guide the director in selection of teachers.
6. Conference will be held with prospective teachers outlining duties and expectations.
7. The project director will locate and schedule a consultant for the September workshop.
8. Information and reporting procedures will be outlined by the director.

FUNDING

$5,507 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers

EVALUATION

1. Enrollment increases will best evaluate this objective.
2. Spin-off activities such as more community involvement in all aspects of education will attest to the accomplishment of this objective.
3. An evaluation form provided by the consultant will determine the success of the workshop. Follow-up workshops will be evaluated by the director using forms from PAEC.

TITLE Motivation, Expectation, and Learning/Teaching Styles: Inservice Training and Materials for ABE Instructors S-8

CONTACT Dr. Sandra Hansford (904) 646-2766
Director/Assistant Professor
Univeristy of North Florida
4567 St. Johns Bluff Road
Jacksonville, FL 32216

OBJECTIVES

The specific objectives of the project are to develop training materials and to implement training sessions which will help the ABE instructors to accomplish the following:

1. Be able to develop a sensitivity and understanding of the nature of and the special needs of the Adult Basic Education learner.
2. Be able to identify effective motivational techniques for the adult learner.
3. Be able to develop an awareness of teacher/student expectations.
4. Be able to identify various teaching/learning styles as they relate to personality type.
5. Be able to use the written publication (monograph) and the audio-visual materials as self-paced resources for self-awareness and personal skill development.

DESCRIPTION

The procedures to be followed to accomplish the purposes and objectives of the project are described as follows:

1. A monograph covering the topics of motivation, teacher/student expectations, and teaching/learning styles directed toward the instruction of Adult Basic Education students will be written and produced.
2. Appropriate slide-tape materials will be developed.
3. Inservice training workshops will be held for the target population (approximately 170 ABE instructors at Florida Junior College) in cooperation with the Director of Adult Basic Education at the North Campus.
4. The results of the project will be reported in both quarterly and final reports.
5. The monograph and audio-visual materials will be made available for dissemination in other Adult Basic Education Programs throughout the state.

FUNDING

$17,600 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, Adult Basic Education Administrators

PRODUCT

A monograph with chapters on motiviation, expectation, learning/teaching styles for the adult learner will be written as an instructional tool for Adult Basic Education instructors who primarily teach at the public school or junior college level but who are not necessarily specialists in teaching the academically disadvantaged adult learner. The monograph and an accompanying slide/tape presentation will provide highly accessible inservice-training and self-paced materials which will enhance the ABE instructors' effectiveness in teaching and their ability to understand the ABE learner. Inservice training workshops will be held with ABE instructors, after which time the materials will be available for ongoing individualized instruction.

At this time, research on the topics is being conducted. The monograph and slide/tape presentation should be available in February, 1983.

EVALUATION

Methods to be used to evaluate the results of the project will include the following:

1. The products (monograph and audio-visual materials) will be evaluated during the training sessions to ensure the appropriateness of the materials for the target population needs and the ease in the use of the materials.
2. The process of implementing the materials through workshop/inservice-training sessions will be evaluated during and upon completion of training. The evaluative criteria will include: Extent and effectiveness of active participation during training sessions; extent and effectiveness of the workshops to increase the participants' knowledge base in the use of the monograph and audio-visual materials and the topics covered; appropriateness of the workshop format as a training tool to disseminate the information.

TITLE Teaching with Effective Adult Education Management S-9

CONTACT Andrea Carter (904) 487-1834
Director, Vocational, Technical
Adult and Community Education
Leon County Vocational, Technical and Adult Education
2757 West Pensacola Street
Tallahassee, FL 32304

OBJECTIVES

1. At least 90% of the adult education teachers in Leon County will participate in all in-service training sessions and master 90% of the instructional objectives of the training sessions as measured by multiple-choice and free response test measuring the inservice training program content and objectives.
2. 100% of the community school coordinators will participate in the teacher in-service training components to create effective school teams of adult educators and will learn 90% of the new skills needed to improve their ability to facilitate adult education programs at the school level as measured by multi-choice and free response test on the program content and objectives.
3. District level staff will increase public awareness of adult education programs and serve as a resource in curriculum development, revision, and coordination as measured through conducting monthly meetings, conducting or assisting with at least four inservice workshops in skills needed by adult education teachers, and informing the local community about education opportunities and benefits.
4. Information on the availability of program materials including role models and inservice training modules will be disseminated to all Florida school districts through use of the Public Schools Resource Center (Florida Department of Education) and letters to each district.

DESCRIPTION

1. Inservice training will be conducted four times each year in three-hour blocks to provide for inservice training credit for teachers. Each inservice training session will have instructional objectives, program materials for implementation (such as transparencies, suggested topics, handout masters) and a description of the resources and timelines for implementation. Options for school-based or district level implementation will be provided.
2. Community school coordinators will be trained in the skills needed to create an effective team of adult educators and ensure more efficient coordination of adult education programs.
3. A role model will be developed for a resource person at the district level. Implementing this role model would require retraining existing district level adult education staff to perform more technical assistance functions.

4. All program materials will be revised based upon evaluation results and will be provided in camera-ready form to the Department of Education as part of the final project report. All Florida school district superintendents, individuals responsible for adult education, and Teacher Education Center directors will be sent letters describing the program materials and availability. In addition, 10 copies of the program materials will be deposited with Florida Public School Resource Center for state distribution/utilization.

FUNDING

35,030 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, Adult Education administrative staff, community coordinators

PRODUCT

Comprehensive curriculum implementation will be facilitated and will include the development of role models for teachers, school-based administrators, and district resource staff; implementation and evaluation of training in the models on a field-testing basis; and final production of the role models and training materials for state-wide dissemination. The materials developed in this project will be disseminated throughout the state of Florida for use in adult education.

EVALUATION

Evaluation will be conducted through analysis of attendance records maintained on each training session and through calculation of the performance of teachers on the training evaluations. Statistics will include means, standard deviations, and percent mastery. In addition, a questionnaire will be used to collect information on the effectiveness of the training sessions and affective reactions to the TEAM program. The questionnaire will address the critical components of the TEAM program using a 5-point Likert scale. Satisfaction with the program will be judged using the criterion of a mean response of 2 on a scale where 1 represents strongly agree and 5 represents strongly disagree.

Evaluation will be conducted through an analysis of the degree to which the community school coordinators implement the program and results of the performance evaluation administered at the conclusion of each inservice training session. The degree of program implementation will be measured through systematic observation of at least 50% of the coordinators selected at random. An observation form drawn from practices explicated in the training sessions will be employed. In addition, a questionnaire will be administered to all community school coordinators on the effectiveness of the training sessions and affective reactions to the TEAM program. The questionnaire will be similar to that in Objective #1 and will be judged using the same criterion.

Evaluation will also be conducted through comparison of the initial role model and revisions based on implementation.

Attitudes of community school coordinators and teachers toward the effectiveness of the model will also be collected through the previously mentioned questionnaires.

The evaluation design for the Project TEAM consists of direct measures of each project objective. Cognitive and affective results for each program component will be measured and reported. Results will be used to recommend needed revisions and improvement in the program materials as well as to describe for potential users the outcome of the project in quantitative and qualitative terms.

TITLE Southern Illinois Area Adult Education Service Center S-10

CONTACT Mr. K. Duane Rankin (618) 692-2254
Director
Southern Illinois University at Edwardsville
P.O. Box 128 SIUE
Edwardsville, Illinois 62026

OBJECTIVES

The object of this project is to provide a systematic delivery system to promote professional growth for adult educators in Southern Illinois.

DESCRIPTION

The following approaches will be utilized to implement project goals:

1. Establish a Constituency Council representing the population to be served.
2. Provide staff development activities in local programs as requested by program personnel.
3. Organize conferences/workshops for area adult educators which will include (but not be limited to) the following topics: adult learning disabilities, marketing adult education, manpower projections for Southern Illinois, ABE, GED, and AEP instructional strategies.

FUNDING

$90,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Representatives from social service agencies and business/industry in the community, classroom teachers, administrators, counselors, volunteers, and paraprofessionals.

PRODUCT

Products to be developed include:

1. A handbook for instructions new to adult basic education.
2. A local resource directory of individuals who are capable and willing to share expertise in fields relating to adult education.
3. A monograph of manpower needs and employment forecasts for Southern Illinois.
4. Four newsletters.
5. Establish a professional resource library in each adult education center in Southern Illinois.

Currently an annotated bibliography consisting of more than 300 entries is available. This bibliography includes the following entries: legislation and adult educational organization and administration of adult education programs, adult basic education, vocational education, English as a second language, and others.

All other products will be developed and disseminated no later than April 30, 1983.

EVALUATION

For evaluation to be effective it must be of two types: 1) formative, which assesses the ongoing activities of the project, and 2) summative, which assesses the overall project goals and objectives.

The summative evaluation will be addressed in two ways. First, the ISBE will conduct an annual evaluation as part of its ongoing review of funded projects. Second, the project will contract with an experienced project evaluator within SIUE but who is not involved in the project. His role will be to assess the match between project-stated outcomes in the proposal and the actual outcomes as determined through interviews, observations and independent evaluations.

Among the questions to be addressed by the summative are these:

1. Did the center's assistance result in improvement of the local staff development programs?
2. Did the Constituency Council make meaningful input into the establishment of project activities?
3. Were more resources available to the centers than in previous years?
4. Was the newsletter an effective source of information?
5. Did adult educators feel an "ownership" of SIAAESC?
6. Were the staff members of the SIAAESC helpful and competent?

Formative evaluation techniques will vary by objective.

TITLE Central Illinois Adult Education Service Center S-11

CONTACT Ms. Linda E. Schmidt (217) 893-3038
Coordinator
Champaign/Ford Counties
Regional Office of Education
P.O. Box 919
Rantoul, Illinois 61866

OBJECTIVES

1. The Region II Adult Education Service Center will be established to provide on-site consultative services, staff development activities, and curriculum development and dissemination of materials and resources for all ISBE funded programs in the specified geographic area. Contingent upon funding of both projects, the AESC will be established in conjunction with the Region 9 Career Guidance Center.
2. The Advisory Councils for the AESC and the CGC will be identified and organized to provide needed representation and the enhancement of effective cooperative efforts.
3. The AESC staff will provide a curriculum development and dissemination resource center for use by all ISBE-funded programs in Region II.
4. To provide information, assistance, and inservice to all ISBE-funded programs in Region II, the AESC will implement a plan to use program coordinators from each local program to assist in the delivery of staff development services.
5. In cooperation with the ISBE Adult Education Section and the local program coordinators and administrators, the resources and established expertise of local programs will be fully utilized. The AESC staff will set up a network of demonstration sites in Region II.
6. In the provision of staff development activities the Service Center staff will emphasize increased awareness and implementation of new trends, techniques, legislation and research in adult education.
7. Factual information regarding the problems encountered by the dropout, and the adult education services available will be jointly developed and disseminated by the Region II AESC staff and the Region 9 CGC staff.

DESCRIPTION

A primary goal of this project will be to identify exemplary program components within the Central Illinois Service Center Region and to "showcase" them as demonstration sites. We will attempt to set up workshops at these demonstration sites and/or arrange visits to these sites for interested staff from other programs.

A second major goal of the project is to have a contact person (preferably a teacher) in each local program. These program representatives will be asked to encourage utilization of the Service Center resources and participation in its activities. Further it is felt that these individuals may be much more effective in identifying program strengths and weaknesses, and in aiding the Service Center staff to provide needed assistance.

Overall we feel that as available resources decrease, it is necessary to try to implement staff development activities that utilize local resources to the fullest. In addition we must begin to prepare adult educators to play a more active part in planning and carrying our professional development activities instead of being participants in whatever is available.

FUNDING

$125,372 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, Adult Education administrators, counselors, volunteers and paraprofessionals

PRODUCT

A media presentation on Adult Education Services and the characteristics of the ABE/GED students served.

Additional product/practices may be developed as a result of training activities.

Five newsletters will be published throughout the year. Also published will be monthly progress reports, along with quartery and annual reports.

EVALUATION

For activities planned by the Service Center, various forms of evaluation will be utilized, including the following:

1. Pre- and post-training reports
2. Workshop evaluation
3. Interviews with local program staffs
4. Input from the Advisory Council

TITLE Supportive Services for Adult ESL Programs S-12

CONTACT Mr. Dennis Terdy (312) 870-4130
Project Manager
Illinois Statewide ESL/Adult Center
500 S. Dwyer
Arlington Heights, Illinois 60005

OBJECTIVES

1. Consultative assistance
2. Staff development
3. Dissemination
4. Coordination

DESCRIPTION

This is a continuation of a staff development project using the Service Center concept as a means of providing ongoing, sequential training. Utilizing a variety of strategies, over 900 federal adult practitioners are served by the Service Center through:

1. Technical Assistance. The project staff provides ongoing consultative assistance by mail, telephone, or in person to 55 federal adult programs throughout Illinois in any area relating to the provision of services to limited English-proficient adults.
2. Clearinghouse. A major resource collection of over 12,000 titles has been developed by the Center. This collection is available for use by any federal program throughout Illinois. Borrowing is effected both in person and by mail.
3. Inservice Training. A full year's program of inservice workshops is conducted by the Center. A variety of workshop formats is provided each year.

FUNDING

$82,500 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minorities with limited English proficiency, classroom teachers, administrators, counselors, volunteers and paraprofessionals

PRODUCT

1. Adult ESL Literacy Resource Guide (continued from FY82).
2. Suggested Materials List.
3. Handouts on Request List.

All products serve staff in federal programs for limited English proficient adults in Illinois, including ESL teachers, aides, paraprofessionals, bilingual staff, counselors, and administrators.

Products to be developed are for the improvement of teaching and other services within the instructional programs serving limited English proficient adults.

1. Handbook for the ESL/ABE Administrator, #169. Joanna Sculley Escobar and John Daugherty. June 1975.
2. A Teacher's Planning Handbook for Developing the ESL/ABE Instructional Program, #168. Joanna Sculley Escobar and John Daugherty. November 1976.
3. A Guide for Conducting an Instructional Process Evaluation of English as a Second Language Programs for Adults. Joanna Sculley Escobar and John Daugherty. October 1975.
4. An Annotated Bibliography of Adult ESL Instructional Materials, compiled by Joanna Sculley Escobar and John Daugherty. August 1976.
5. Testing Instruments and Procedures for Adult English as a Second Language. Dennis Terdy, et al. August 1981.
6. A Guide for the New Adult ESL Teacher, Jeffrey P. Bright, et al., August 1981.
7. An Adult ESL Literacy Resource Guide, Jeffrey P. Bright, et al. (forthcoming).
8. Suggested Materials List, 1980-81. (Annotated) December 1980.
9. Handouts on Request. (Annotated) December 1980.
10. Statewide Forum on the Second Language Learner in Adult (Basic) Education -- Collected Papers. Dennis Terdy, et al. June 1982.

Service Center publications are available, free of charge, to federal adult ESL practitioners in Illinois and according to the price schedules for all other persons. Other publications are available to all persons at prices listed on the Publications Catalog and the Handouts Available on Request List.

EVALUATION

1. Teacher observation by teacher invitation only. Trainer must be invited by teacher to observe. Trainer and teacher agree on areas to be observed.
2. Formative evaluation through written evaluation forms and questionnaires (conducted immediately following a workshop, consultation or other services).
3. Summative evaluation through written evaluation forms and questionnaires and in-depth oral interviews (conducted 8-12 weeks after a workshop, consultation or other service).
4. Student evaluations (by teacher request) of teacher performance.

TITLE Northern Area Adult Education Service Center

CONTACT Dr. Phyllis Cunningham (815) 753-1448
Project Director
Northern Area Adult Education Service Center
Department of Leadership and Educational Policy Studies
Northern Illinois University
Gabel Hall 200
DeKalb, Illinois 60115

OBJECTIVES

1. Provision of staff development services to approximately 3,000 full- and part-time personnel working in adult basic education, English as a second language, high school completion, GED, and adult vocational programs. These services are provided through workshops, conferences, consultation, and graduate courses.
2. Provision of field staff working out of three decentralized locations with expertise in materials, curriculum, and methodology for adult literacy and basic education programs directed toward both limited English proficiency and native language speaking adults.
3. Circulation of materials; dissemination of information; development of a statewide network of practitioners; and coordination of vocational and career guidance centers resources.

DESCRIPTION

1. Develop and implement two area workshops: local program intensive truancy workshops as requested, and special promising practice activities (Quality Circle training, Competency Based Curriculum approaches, Literacy Voluntarism, Community Based Empowerment workshops). Information on graduate study offered by three universities in ESL and Adult Education as distributed.
2. Maintain centers in Chicago, Arlington Heights, and DeKalb with six full-time and six part-time professional staff. Each local program is visited regularly to provide ongoing needs assessment.
3. The three satellite centers maintain and circulate up-to-date collections of ESL, ABE, GED, CBE, bilingual curriculum and materials. Quarterly newsletters and occasional papers are distributed. Liaisons are formalized with state professional associations, the career guidance centers, voluntary and community based groups. Two advisory councils meet quarterly to provide guidance and establish priorities. A Promising Practice component is currently working on a Spanish GED predictor test, a cognitive development curriculum, and Competency Based Staff Development Training modules. A Materials Evaluation Guide for Teachers and a Pre-Service Training Manual has been written and disseminated.

FUNDING

$225,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers and paraprofessionals

PRODUCT

Spanish GED Predictor Test

Occasional papers: Substantive presentations on a subject of interest to practitioner

EVALUATION

An internal evaluation team provides for regular evaluation of all workshops and conferences; new materials are pilot tested and evaluated formally by practitioners and graduate faculty with expertise in the area. Field staff are evaluated annually by the Project Director, and project evaluation is done bimonthly and semiannually by staff from the State Board of Education.

TITLE Videotape Production of B.O.A.T. (Basics of Adult Teaching S-14

CONTACT Bettie Bolar (515) 752-4643
Coordinator, Special Programs
Iowa Valley Community College District
22 West Main, Box 536
Marshalltown, Iowa 50158

OBJECTIVES

1. To develop a more effective, cost-efficient training program for part-time adult instructors via videotape format.
2. To develop supplemental study materials to be used with the videotapes to provide a self-contained course to be used individually or as part of a group workshop.

DESCRIPTION

A six hour training course, B.O.A.T was developed several years ago by the University of Northern Iowa to provide the basic skills of adult education for part-time instructors. With the cooperation of UNI, this project is now adapting that course to videotape format.

The original advisory committee for the development of the initial course has been reorganized for purposes of consulting on curriculum adaptations. Working closely with staff at UNI, the curriculum is being written into scripts using a variety of videotape techniques. Videotaping and post-production work including editing are being done by the project coordinator and a part-time assistant.

The major topics being addressed in seven 30-minute tapes are:

"Principles of Adult Education"
"Role of the Adult Instructor"
"Instructional Planning and Program Development"
"Curriculum Planning"
"Instructional Execution"
"Instructional Resources and Strategies"
"Instructional Evaluation"

A short 10-minute introductory tape to orient users to the program is also being developed. Near the end of the second project year, a statewide meeting of adult education coordinators/administrators will be held to orient them to using the videotaped course with part-time instructors.

FUNDING

$$19,913 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Part-time adult education instructors

PRODUCT

Seven 30-minute videotapes dealing with various basic skills necessary for adult teaching are what this project proposes to develop.

Study guides to supplement each videotape are being developed and written. The guides will summarize the major points of each program along with outlining the objectives to be accomplished by viewing the tapes. Also included are bibliography and resource lists pertaining to each topic of discussion.

EVALUATION

An evaluation form to be completed by all part-time adult education instructors who view the program will be developed by the project coordinator with the UNI staff consultants. This evaluation will reflect the instructional value of the tapes and the degree to which the programs successfully demonstrated the basics of adult teaching.

TITLE Kansas Area Inservice and Staff Development Project S-15

CONTACT Mr. Wesley E. Pelsue (913) 296-3191
Adult Education Specialist
Kansas State Department of Education, Postsecondary
Division Office of Adult Education
120 East 10th Street
Topeka, Kansas 66612

OBJECTIVES

The Kansas Area Inservice and Staff Development Project has the following objectives:

a. To provide training for adult basic and secondary education instructors in the following areas:
   1. Understanding adult learner characteristics.
   2. Counseling and assessing adult students.
   3. Teaching basic and life skills.
   4. Teaching pre-GED subjects.
   5. Teaching learning disabled, handicapped and institutionalized adults.
   6. Teaching English as a Second Language and understanding cultural and ethnic differences.
   7. Using materials and resources to best serve adult students.

b. To provide professional and personal growth opportunities for Adult Basic and Secondary Education instructors through socialization with peers; through seminars on time management, stress, etc.; and through topics addressed to personal learning needs.

DESCRIPTION

The State is divided into four geographic areas. Money is allotted for inservice and staff development in each area. An Area Coordinator is responsible for assessing staff development needs in his or her area and for conducting inservices which meet these needs. Each Area Coordinator is assisted by the Director of the materials and resource center in each geographic area.

Each Area Coordinator schedules inservices in consideration of the characteristics of his or her geographic regions. Large rural areas usually hold two major workshops a year, each scheduled for a Friday evening and the following Saturday. Mileage and a stipend for lodging are paid. Urban areas often schedule several workshops during the year, generally on a weekday or evening, and substitute teacher salaries are paid so that teachers can be released from their regular duties.

FUNDING

$12,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, directors of local programs, counselors, volunteers and paraprofessionals

EVALUATION

Each inservice and workshop throughout the four geographic areas is evaluated by participants and by an outside observer. Participants are asked to evaluate the relevance of the content, the quality of the presenter, etc. The outside observer evaluates attendance, facilities and general workings of the inservice. The outside observer collects all evaluation responses, prepares a detailed report and returns it to the inservice organizer. This method assures constant assessment of participants' needs and satisfaction as well as impartial judgment of overall inservice success.

TITLE Facilitating Independent Experiences, Learning, and Development of Staff (FIELDS) S-16

CONTACT Mr. Dee Baxter, Director (316) 265-8666
School of Continuing Education, USD 259
324 North Emporia Street
Wichita, Kansas 67202

OBJECTIVES

1. To provide orientation and training for new Kansas ABE teachers, enabling them to understand their students and to serve them by using methods and materials appropriate for undereducated adults.
2. To provide professional development and training to Kansas ABE programs, enabling teachers to better serve the least educated, most in need students.
3. To provide a reduction in the feelings of isolation and non-involvement characteristic of part-time ABE instructors.
4. To provide technical assistance to Kansas ABE programs, enabling directors and teachers to have a central resource available to them for information, materials, and research.

DESCRIPTION

1. New teacher pre-service will be provided on an area basis, according to need. Thorough orientation and training will be provided in (a) understanding the characteristics, motivations, and concerns of the adult students; (b) adult teaching and learning styles; (c) hands-on experience with adult materials appropriate for instruction in basic reading, writing, computation, and life skills materials; (d) understanding the local, state, and national structure of ABE; and (e) specialized resources available in Kansas.
2. At least one workshop per year will be held for staff as part of the cluster inservice at the request of the cluster coordinator. This will be at no charge to the cluster.
3. At least one workshop per year will be held for staff of each ABE program at the request of the program director, either to provide follow-up and in-depth training based on cluster activities or to meet a specialized program need, such as motivating institutionalized students, selecting appropriate instructional materials, teaching pre-vocational ESL, developing self-directed learners, and teaching reading with innovative methods.
4. Technical assistance, including specialized material referral, innovative adult learning methodologies, social service agency and ABE program linkages, cluster and local program workshop planning and facilitation, and local program expansion design, will be provided for each ABE program and cluster area as requested.
5. In addition to on-site visits, communications, consultations, and activities which enable staff to broaden their programs and professional competencies will be provided. These activities will include retrieving and loaning materials, disseminating information via cluster newsletters, and professional networking.

FUNDING

$23,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers and paraprofessionals

PRODUCT

Modification and expansion of the slide presentation developed by Project FIELDS in FY81-82--"Hey Teach! Want Me To Say My ABE's?"--will be accomplished to include the following concerns and to be used with new ABE teachers for pre-service and with experienced teachers and community groups as an overview of Kansas ABE: (1) content of ABE classes, (2) characteristics of adult learners, (3) interpersonal skills, (4) diagnostic and prescriptive techniques and instruments, (5) study plans, (6) effective teaching techniques, (7) teaching and learning styles, (8) retention, and (9) available resources.

In addition to the slide presentation, an evaluative instrument designed for student evaluation of teacher performance will be developed for use in the ABE program.

"Selected Populations," a composite paper on the characteristics of teaching techniques, methods, and materials appropriate to the learning disabled, the elderly, displaced homemakers, the handicapped, and non-English speakers, will be available as an introductory guide to adult Special Education students.

"Hey, Teach! Want Me To Say My ABE's?" would require modification for use in other States. Cost: approximately $80 for reproduction. Available from the School of Continuing Education, 324 North Emporia, Wichita, Kansas 67202 on or before October 1, 1982.

The student evaluation of teacher performance will be available on June 30, 1983, from the same source as above and at no cost (send SASE).

The paper on "Selected Populations" will be available on or before October 1, 1982 for the cost of Xeroxing and postage.

EVALUATION

Overall project evaluation will be performed by State Adult Education Specialist-designated cluster area coordinators. Narrative reports of activities throughout the project and the availability of participant post-inservice evaluations will also serve as evaluative tools.

The indicators of success will be the number of teachers trained and increased teacher knowledge and satisfaction.

TITLE A Comprehensive Training Program for ABE Personnel and Volunteers/Evaluation System Implementation/Dissemination of Program Results S-17

CONTACT Sharon Moore, Project Coordinator (606) 783-2509
Morehead State University
UPO 1353 M.S.U.
Morehead, Kentucky 40351

OBJECTIVES

1. Implement Kentucky's Statewide Evaluation Data Collection System.
2. Provide new ABE personnel pre-service training.
3. Conduct fall inservice data collection system/reading/human relations training.
4. Conduct workshop for volunteers in adult education.
5. Conduct paraprofessional home instruction conference.
6. Produce a distance education newsletter.
7. Produce "Kentucky ABE in a Nutshell" booklet.
8. Provide ABE credit training.

FUNDING

$65,977 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, supervisors and learning center coordinators, counselors, volunteers, and paraprofessionals

PRODUCT

1. Implementation of Kentucky's Statewide Evaluation Data Collection System.
   State Department Use: A working computerized system for collection of student enrollment and separation data and staff information for use in evaluation and program justification.
   Local Community Use: This system can give local programs access to data on student accomplishments, best recruitment methods, community involvement, etc., for gaining local support for ABE programs.
2. Distance Education Newsletter, to be sent to ABE personnel and superintendents statewide, three times during the year, for news, instructional information, and announcements.
3. "Statewide Evaluation Data Collection System," narrative, sample forms, and programmer's manual, February 1983.
4. The Paraprofessional Handbook - A Guide for Homebound Instructors, available now.

TITLE Adult Education Program S-18

CONTACT Ms. Joan K. Fischer, Ed.D. (617) 793-8121
Director, Community Affairs
Worcester State College
486 Chandler Street
Worcester, Massachusetts 01602

OBJECTIVES

1. To provide staff development for educators/trainers of adults throughout the State through quality graduate courses in adult education on the Worcester State College campus and at off-campus sites.
2. To offer workshops on-campus and at off-campus sites for credit or non-credit.
3. To offer a credit option for workshops offered by qualified agencies/organizations that meet Worcester State College standards.
4. To design new courses/workshops to meet the assessed need of adult educators and other professionals and paraprofessionals in adult education.
5. To build a resource bank of information and materials and personnel to provide on-going professional and personal growth and development for adult educators.
6. To provide a brokering service for the exchange and sharing of material and personnel resources in adult education.
7. To serve as a statewide clearinghouse for current curriculum and professional information, materials and resources in all phases of adult education.
8. To provide professional and staff development support services as requested by State Bureau of Youth, Community and Adult Services and the Office of Community Affairs, Worcester State College.
9. To provide counseling and guidance regarding information in adult education to new students and matriculated students.
10. To continue to develop the Training and Development/Human Resource Development (T&D/HRD) Certificate to meet the changing needs of professionals in the training field.
11. To continue to develop linkages with orgnizations and agencies, such as business and industry, human services, and health care services to exchange and share resources for the benefit of all adult learners and adult educators/trainers.
12. To explore the need for fundamental/basic skills in business and industry and design programs to meet those needs.

DESCRIPTION

The methods used in implementing this project are: For Program Expansion: assessing needs of adult educators/trainers for courses and workshops; identifying new client populations for our courses and workshops; developing linkages with business/industry, health, social and human services and all areas where adult education is a function; providing instruction and curriculum development and sharing resources;

disseminating program information. For Staff Development: assessing population needs; designing and implementing courses and workshops, conferences and seminars to meet needs; offering regular program courses/workshops on campus and at off-campus sites; providing counseling to students in program and/or interested in program or career change; offering workshops through various formats such as one credit, 2-day workshop, three credits, every morning from 9 to 12:30 for two weeks; providing credit option to workshops that are sponsored by other agencies/organizations. Within Courses: using students' input into course objectives; giving students alternatives for completing course requirements.

FUNDING

$36,080 - July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, adult educators/trainers, counselors, volunteers and paraprofessionals

PRODUCT

Products to be developed include: A Directory of Adult Educators who have expertise in particular areas of ABE and GED; a list of the material and instructional resources available from the program; new courses and workshop that can be facilitated by other groups; student projects and research papers that are shared with other students and can be placed on file; instructional materials and handouts used in courses and workshops. These products and materials are available to all adult educators/trainers in the State.

EVALUATION

The evaluation of the Adult Education Graduate Program is an ongoing process throughout the fiscal year. Formal internal and external evaluation takes place at the end of each course and at the end of the spring semester. Informal monitoring of the program is provided throughout the year by the State Regional Supervisor and the Advisory Board at their regular meetings.

TITLE Staff Development: Coordination and Direct Service S-19

CONTACT Mr. Thomas F. Sousa (603) 271-2249
Teacher Trainer
New Hampshire Department of Education
64 North Main Street
Concord, New Hampshire 03301

OBJECTIVES

Provide comprehensive staff development services for all segments of the New Hampshire Adult Basic Education system.

DESCRIPTION

Activities include:

1. Staff development needs assessments
2. Contracting for teacher-training workshops
3. Providing direct staff development activities in workshops
4. Providing direct staff development activities in college courses
5. Providing tuition support for college courses
6. Providing expenses for local ABE staff to attend State, regional, and national conferences
7. Providing samples of innovative ABE instructional materials

FUNDING

$30,727 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, local ABE directors, counselors, volunteers and paraprofessionals

EVALUATION

A variety of evaluation tools are used to measure the success of the entire staff development effort. In addition to written evaluations, a committee of local ABE directors, counselors, and teachers assists the State office in the evaluation of staff development activities.

TITLE Project AERC S-20

CONTACT Warren Ceurvels (201) 893-4318
Montclair, Glassboro, Trenton and
Jersey City State Colleges
860 Valley Road
Upper Montclair, New Jersey 07043

OBJECTIVES

To provide technical assistance in the development of program improvement plans and staff development plans for programs having undergone state evaluation; 2) To develop a training schedule which includes content and delivery; 3) To provide technical assistance in implementing the CBAE process; and 4) To provide training activities that meet staff development objectives through pre-service activities, staff exchange process, regional conference, county-wide training, and ESL summer institute.

DESCRIPTION

This project will provide technical assistance and staff development activities to adult basic skills and English as a second language programs which have undergone formal state evaluation. The approach will be individualized to meet the specific needs of each program in developing and implementing its improvement plan.

FUNDING

$50,000 July 1, 1982 - June 30, 1983

TITLE (310) Statewide ABE Staff Development

CONTACT Greg Bowes (505) 277-6260
Principal Investigator
University of New Mexico - SATE
Albuquerque, New Mexico 87131

OBJECTIVES

1) to evaluate and assess all local ABE programs
2) to develop ABE materials for local programs
3) to provide in-service training to all ABE programs
4) to provide professional advancement opportunities to program personnel through university study
5) to centralize statewide effort, dissemination and research in ABE

DESCRIPTION

1) organize evaluation form, procedures and teams for on-site visitations
2) continue to develop materials in ABE by utilizing university and local expertise
3) conduct technical assistance visits, regional workshops and statewide workshops for program personnel
4) offer mini-courses, seminars, advanced degree programs and certification programs (this includes a new 9 credit hour certificate offering)
5) promote materials and research dissemination, inter-agency cooperation and national ABE participation

FUNDING

$110,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers; ABE and school personnel administrators in community, continuing, correctional and vocational settings; counselors; volunteers; paraprofessionals

PRODUCTS

1) Manual - "Adult Basic Education: Interagency Cooperation" - available through UNM at no charge. (Attachment F)
2) Handbook - "Adult Basic Education Administrative Handbook" - will be republished in future.
3) Handbook - "Adult Basic Education Instructional Handbook" - will be republished in future.
4) A compendium of lectures and resource documents - "Alternatives for the 80's" - available through UNM at no charge.
5) A compendium of lectures and resource documents - "The Future of Adult/Continuing Education" - available through UNM at no charge.

EVALUATION

Evaluation procedures, ABE materials, workshops, courses and statewide involvement will be formally evaluated by state personnel and an outside evaluator.

TITLE ABE Staff Development Support Service of the PA ABE Program Improvement Clearinghouse S-22

CONTACT Erma D. Keyes (717) 872-3481
Director
AdvancE
Stayer R&L Center
Millersville State College
Millersville, PA 17551

DESCRIPTION

Millersville State College will operate an ABE Program Improvement Clearinghouse as a center for state and local ABE programs and personnel in Pennsylvania. The Staff Development Program Support Service will enable the audience to acquire knowledge and skills for improving professional performance of ABE program duties. Regional workshops, professional coursework and resource utilization sessions addressing perceived needs of personnel and progams will be organized and managed by Clearinghouse staff.

FUNDING

$47,730 July 1, 1982 - June 30, 1983

TITLE Adult Education Teacher Training S-23

CONTACT Lincoln I.U. #12 (717) 624-4616
P.O. Box 70
New Oxford, PA

DESCRIPTION

This project proposes to demonstrate the feasibility of an acceptance by adult education staff members of training tailored specifically for adult educators through in-service accredited courses. The classes will be offered at a location convenient to adult educators and at hours tailored to suit individuals who maintain careers outside adult education.

FUNDING

$3,875 July 1, 1982 - June 30, 1983

TITLE Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania S-24

CONTACT Judith L. Cope (412) 357-2227
Director
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705

OBJECTIVES

The problem to be studied under this proposal is the feasibility of requiring and delivering certification for ABE teachers in Pennsylvania. The objectives are the following:

1) to review the literature related to certification for ABE teachers
2) to survey other states as to whether or not they award certification for adult basic education
3) to determine the potential of Pennsylvania higher education teacher preparation institutions, the Pennsylvania Department of Education, and the Pennsylvania Association for Adult Continuing Education (PAACE) for awarding ABE certification
4) to sponsor a meeting for a selected group of Pennsylvania adult education practitioners to review available information and to make recommendations concerning ABE certification
5) to report the findings based on the literature, surveys, interviews, and meetings related to this study.

FUNDING

$20,315 July 1, 1982 - June 30, 1983

TITLE Training for Adult Education Supervisors S-25

CONTACT Dr. Gary J. Conti (713) 845-5460
Associate Professor
Texas A&M University
716 Harrington Building
College Station, Texas 77843

OBJECTIVES

To provide a five-day concentrated training to mid-management level supervisors to improve their skills in planning and administering adult education programs.

DESCRIPTION

The five-day institute will be conducted on the Texas A&M University campus July 12-16, 1982. Faculty staff and outside consultants will make presentations on areas such as program planning, management, evaluation, student recruitment, follow-up community relations, advisory committees, and adult learning principles.

FUNDING

$25,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Mid-management level administrators

EVALUATION

Institute participants will be asked to comment on the relevance of the training to their needs, the organization of the institute, the value of the institute to their situation, and the quality of each of the training units.

TITLE Video Tapes and Manual for Training Teachers of Adult Students S-26

CONTACT Dr. Dallas L. Holmes (801) 750-1694
Director, Conference & Institute Division
Utah State University
Logan, Utah 84322

DESCRIPTION

1.) Develop two thirty minute video tapes of adult teaching techniques:

   a.) The first tape will explain, demonstrate and show applications of the Nominal Group Technique.

   b.) The second tape will explain, demonstrate and show applications of Buzz Groups, the Chain Reaction Forum, Huddle Groups, and the Reaction Symposium.

2.) Develop and print an adult teacher trainer manual to be used in conjunction with the two video tapes.

3.) Provide copies of each of the video tapes and the teacher trainer manual to each of the following:

   a.) Utah State Office of Education (3 copies)

   b.) AEA of Utah (1 copy)

   c.) UCEA (1 copy)

   d.) Utah State University Extension Offices (8 copies)

FUNDING

$12,655 July 1, 1982 - June 30, 1983

TITLE Teaching Metric Education Skills S-27

CONTACT Lois D. Frangione (809) 774-9800
Director
14-63A Frenchman's Bay
St. Thomas, USVI 00802

OBJECTIVES

The objective of the project is to orient adult eduation teachers on both St. Thomas and St. Croix to the metric system and to prepare them to teach the metric system to their classes.

DESCRIPTION

A series of workshops will be held involving highly motivating hands-on techniques, mini-lessons of resource materials. Emphasis will be placed on the multi-sensory approach to teaching metric skills. The workshops are organized into three 2-hour sessions. The workshop series will be supplemented by 6 hours of individual consultation upon request.

FUNDING

$9,410 June 1982 - December 1982

TARGET AUDIENCE

Classroom teachers

EVALUATION

A varietry of instruments will be used to evaluate the effectiveness of the program including an opinionnaire, pre- and post-tests, workshop evaluation forms and survey forms.

TITLE Project SAIL (Summer Adult Institute and Lyceum) S-28

CONTACT Dr. Bruce Anderson (804) 440-3326
Chairman, Ed. Leadership
Old Dominion University
P.O. Box 6369
Norfolk, VA 23508

OBJECTIVES

Staff development for 200 plus ABE teachers and administrators.

DESCRIPTION

A one week summer staff development institute, providing 2 graduate credits in Adult Education, combined with the dissemination of 310 project results and activities for previous year.

FUNDING

$118,412 July 1, 1982 - June 30, 1983 (a continuing project)

TARGET AUDIENCE

Classroom teachers, ABE supervisors, volunteers, paraprofessionals

PRODUCT

Conference proceedings will be published.

EVALUATION

Evaluation by participants at conclusion of workshop.

TITLE Adult Education Staff Development and Graduate Program S-29

CONTACT Dr. Charles Jones (304) 696-2380
Chairman, OAS Department
Marshall University
Huntington, West Virginia 25701

OBJECTIVES

1. Provide preservice and inservice training for all ABE personnel in the state.
2. Update and maintain an ABE materials bibliography.
3. Conduct adult education graduate courses for ABE personnel.

DESCRIPTION

1. Conduct workshops on a local or regional basis for ABE personnel.
2. Provide for the dissemination of current, new or effective approaches in adult education.
3. Methodology includes, but is not limited to lectures, television, small and large group work and panel discussions.
4. Staff development activities are underway, more are being scheduled.
5. Staff needs are determined through needs assessment, surveys and personal contact with instructors and county program directors.

FUNDING

$46,846 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, paraprofessionals

PRODUCT

An ABE Curriculum Materials Center will be updated and completed. Samples of books and materials will be available for all ABE personnel. These materials cover all grade levels and include programs for ESL, APL, testing and evaluation instruments, adult educator resources, etc.

A bibliography of all these materials listing necessary and pertinent information regarding each one will be prepared.

Project results will be available after the completion of the project, 6/30/83.

EVALUATION

1. All workshops for ABE personnel will be evaluated by the participants involved.
2. All objectives of the project will be evaluated on a monthly or quarterly basis.
3. Staff development activities will be further addressed during meetings with State Department personnel.

TUTORING

TITLE Gadsden Adult Basic Education/Community Services T-1

CONTACT Bill Mayfield (205) 543-3512
Project Director
Gadsden City Board of Education
501 South 12th Street
P.O. Box 184
Gadsden, Alabama 35999

DESCRIPTION

The Gadsden City Board of Education being aware of the importance of the needs of the community, has undertaken in the past to provide adult basic education (ABE) to the many citizens of their community. It is now apparent that the Board of Education should identify students with severe academic problems and through volunteers and home visitation work with their parents, especially the single parent, getting them more involved in ABE and community education programs. This project will emphasize survival skills, consumer education, cultural, humanistic and recreational activities within the centers that are selected. The child, the parent, and the community will benefit.

FUNDING

$13,500

TITLE Effective Training and Utilization of Volunteers T-2

CONTACT Shirley Heymann (602) 257-3182
Director
Phoenix Union High School District
525 N. 7th Street
Phoenix, AZ 85006

OBJECTIVES

Recruit, train, reinforce and monitor an exemplary volunteer staff.

DESCRIPTION

A Recipe Book will be developed that will cover such areas as:

1. Staff preparation for volunteer training and utilization.
2. Volunteer recruitment.
3. Selection of volunteers.
4. Level of commitment.
5. Introductory volunteer training.
6. Volunteer retention.
7. Methods of volunteer reward and recognition.

FUNDING

$9,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, administrators, counselors, volunteers, paraprofessionals

EVALUATION

The Project will document its procedures and findings in a report to be shared with contributing and other interested projects. Opinion surveys of coordinators, continuing volunteers and dropouts from the volunteer program will be analyzed. An independent evaluation will be done by the Research and Planning Department of Phoenix Union High School District.

TITLE The Night Owls - An Evening Tutorial Program for Adult Education T-3

CONTACT Ronald D. Froman 422-3200, Ext. 532
Administrator of Adult and Community Education
Orange County Public Schools
434 N. Tampa Avenue
Orlando, FL 32802

OBJECTIVES

Goal: To plan, develop and implement an evening volunteer tutorial program designed to meet the instructional needs of adult education students. Specifically:

1. To plan and develop a public awareness slide-sound explaining the program to the community by November 1.
2. To develop orientation handbooks for volunteer tutors and teachers by October 15.
3. To recruit and place 200 volunteer tutors in adult education classes in 10 months.
4. To conduct monthly orientation workshops for volunteer tutors and teachers starting in October.
5. To develop and implement strategies for continued community awareness of the program.

DESCRIPTION

This project will be an evening program organized to provide trained volunteer tutors for students identified by teachers as needing one-to-one instruction. The volunteers would have a central organization entitled THE NIGHT OWLS. This central office would recruit volunteers county wide using public relations techniques via the media. Local companies i.e., Martin Marietta and Southern Bell, would be encouraged to sponsor employee volunteer tutors for a unified volunteer effort by their group. Orientation workshops would be conducted by a full-time person experienced in working with volunteers, staff development and public relations. The volunteers after the orientation sessions would be placed at one of the 7 Community Schools or 5 Vocational Technical Centers based on the geographic location and teacher requests. Records indicating hours of instruction provided and summary reports on the impact of the volunteer tutoring would be completed quarterly.

FUNDING

$25,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Individuals with pre-GED educational level, classroom teachers, volunteers

PRODUCT

A Slide-Sound Show will be used for public relations talks to school officials, clubs, churches, businesses, county and state organizations and general audiences. The completed Slide-Sound Show will be presented as an overview to the program.

Handbooks will be developed to include the role of the volunteer (teacher), responsibilities, school policies affecting the project, knowledge on teaching adults, forms-demographic data, attendance, evaluation, and information sheets relevant to different centers.

1. Slide-Sound Show - to be completed in 10/82.
2. Orientation Handbooks - 1st. Draft 10/82, 2nd Draft 2/83, Final Disseminate 6/83.
3. Survey of Volunteers - re: program 3/83.

EVALUATION

Evaluation of the program will be maintained through the periodic check on the progress of each objective listed under #5 above as well as items of evaluation unforeseen in the areas of public relations and teacher comments.

TITLE An Innovative Literacy Program T-4

CONTACT Norris Williams (601) 868-1172
Supervisor of Adult/Community Education
Gulfport Municipal Separate School District
P.O. Box 220
Gulfport, Mississippi 39501

OBJECTIVES

The project will provide innovative ways of recruiting and training adults to serve as volunteer tutors to teach adults between zero and fifth grade level how to read.

DESCRIPTION

We will accomplish the objectives of recruiting illiterate students by utilizing the following methods.

1. Word of mouth
2. Monitor school dropout files
3. Government agencies
4. Employment agency
5. Welfare office
6. Court system
7. Salvation Army
8. CETA
9. WIN
10. Vocational Rehabilitation.

Several other methods will be used.

FUNDING

6,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Black, older adults, Adult Basic Education, immigrants, adults with limited English language skills, paraprofessionals

EVALUATION

1. Students will be evaluated initially to determine grade level.
2. Five steps or books will be used in evaluation.
3. After the successful completion of all five steps, students will be referred to the ABE/GED computer program.
4. Tutors must successfully complete the workshop before they are allowed to teach in the program.
5. In-service workshops will be held for tutors every six months, and additional materials and help will be provided for them so they can continue to improve their teaching skills.

TITLE Special Experimental Demonstration Volunteers in Adult Basic Education T-5

CONTACT Golda Bockbrader (308) 382-1748
Volunteer Project Director
Central Technical Community College
3005 North Webb Road
Grand Island, Nebraska 68801

OBJECTIVES

To train selected persons to become effective volunteer coordinators to recruit, interview, orient and train: volunteer tutors and teacher aides for the Adult Basic Education and English as a Second Language student and/or classroom; babysitters; artists, student recruitment; clerical assignments; advisory committees, transportation providers; and public relations committee.

To improve community awareness of Adult Basic Education program activities and benefits through contact with local community leaders, agencies and organizations.

DESCRIPTION

Project Director travels to community as requested by ABE Supervisor to train volunteer coordinator. Materials used are those developed and used in the successful 1981 experimental 310 volunteer project.

Coordinators are trained in philosophy of volunteerism and an orientation book and forms are developed to meed needs of their local program.

In dealing with volunteers, what works in one community may not work in another community. However, program materials can easily be adapted to fit the local needs.

FUNDING

$8,000 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Classroom teachers, volunteers, high school students

PRODUCT

An orientation book to assist in training volunteers.

Student and volunteer recruitment brochures for each coordinator to use in their locality.

Materials such as placemats and handouts for quick food establishments for use as student and volunteer recruitment tools.

EVALUATION

In reviewing the program, the most effective evaluation comes from observing how effectively volunteers are performing their assignments. Example: Student progress via volunteer tutor help; increase in student enrollment and/or attendance; more public relations through materials developed and distributed by volunteers.

Most important factor of evaluation is serving more students at less cost..

One paid volunteer coordinator can generate more tutors and aides to assist the students verses the same salary being paid to a teacher aide, who is just one person to asssist.

TITLE Adult Basic Education

CONTACT Clyde L. Childers (402) 442-3847
Director, Adult Education
Wahoo Public Schools
2201 N. Locust
Wahoo, Nebraska 68066

OBJECTIVES

The major objectives of this project are to provide easily accessible educational opportunities for undereducated and uneducated out-of-school youth and adults at minimal cost.

DESCRIPTION

A part-time volunteer coordinator is employed to facilitate the use of volunteer teachers. The volunteer coordinator identifies and recruits both volunteer teachers and students.

FUNDING

$6,071 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Individuals who have not graduated high school, volunteers, rural residents

EVALUATION

Conducted by school officials and members of the advisory committee.

TITLE Nashua Adult Tutorial Program

CONTACT Dorothy Oliver (603) 882-9080
Director
Nashua Adult Learning Center
4 Lake Street
Nashua, New Hampshire 03060

OBJECTIVES

The Adult Tutorial Program offers two hours per week or more personal tutoring in basic reading, math, spelling, GED preparation, or English as a second language. The objective is to service individuals in the Nashua area who do not fit into classes for a variety of reasons - physical, emotional, geographical, or timewise.

DESCRIPTION

Students and tutors are recruited by newspaper, radio, flyers, and posters, by referral from industry, social agencies, and area educational institutions. The coordinator matches student and tutor after interviewing and assessing need; some diagnostic testing is usually done. The tutor is supplied with appropriate instructional materials and training. Once the match is made, the coordinator gives help and support and the tutor keeps a record of time and progress.

The population best served by the Adult Tutorial Program are non-readers, non-spellers, and physically handicapped persons. The non-reader cannot learn as an adult in a group situation; he is a fragile person and must have the personal one-to-one relationship. The sight reader who has no word attack skills also must be tutored; realizing his problem (and admitting it), he needs to work on his problem alone with a trained, sensitive tutor. The physically handicapped, in particular the back-injured male, in my experience has to be tutored. He earned a good living in physical labor and now his world is destroyed. All of these students need the personal, emotional support of a tutoring situation.

FUNDING

7,857 August 15, 1982 - June 30, 1983

TARGET AUDIENCE

Blind and physically handicapped, older adults, illiterates, immigrants, adults with limited English language skills, volunteers, unemployed, and referrals from Vocational Rehabilitation.

EVALUATION

Students' reading levels are determined initially by TABE and as tutoring progresses. Tutors also give informal information as to progress of students. Math level and deficiencies are ascertained using the WRAT Spellmaster. English Second Lanugage and phonics problems are diagnosed by Spellmaster. English Secnd Language level of instruction is established using "I Speak English" informal test by Literacy Volunteers. The high school equivalency students take a practice test as a predictor of success on the GED, and the actual GED test provides the final evaluation.

TITLE Literacy Volunteers of Willingboro

CONTACT John L. Celani (609) 871-9000, Ext. 313
Willingboro Board of Education
Levitt School, Salem Road
Willingboro, New Jersey 08046

OBJECTIVES

1. To recruit interested adults for the volunteer literacy tutorial program by advertising in brochures, district newsletters, and sending individual computerized notices to local service clubs, agencies, churches, and senior citizens;
2. To plan for and train a group of volunteer adult tutors. Training to be conducted by director of Literacy Volunteers of New Jersey, approximately 16 hours of training;
3. To identify and recruit adults in need of assistance with basic skills and conversational English, who will be matched with trained tutors;
4. To provide the volunteer with training materials and instructional materials; and
5. To have the coordinator and representative volunteers attend state/national conferences for Literacy Volunteers of America in order to increase awareness and skills in assisting adults with basic skill needs.

DESCRIPTION

This project will involve the acquisition and training of adults to tutor other adults in need of assistance with basic reading skills. With the assistance of Literacy Volunteers of New Jersey, we shall establsh an affiliate of Literacy Volunteers of Willingboro.

FUNDING

$3,600 July 1, 1982 - June 30, 1983

TITLE Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program T-9

CONTACT Kevin G. Smith (716) 835-2677
Executive Director
Literacy Volunteers of New York State, Inc.
1479 Kensington Avenue
Buffalo, New York 14215

OBJECTIVES

1. To present seven 2-1/2 hr. in-service training for tutors and affiliates upon adequate registration.
2. To organize 2 "staff meetings" in the state to identify affiliate concerns and needs.
3. To present a 3-hr. Leaders/Board Training Workshop in Westchester.
4. Provide Board orientation and development to newly established provisional affiliates.
5. To provide consultant and technical assistance to affiliates in sub-program development, management, board development and identified areas of need.
6. To conduct staff support visits to affiliates in coordination with regional in-service training events, or, as needed.
7. To prepare annual report that accurately reflects the operation and status of LVNYS during the 1982=83 FY.
8. Print and disseminate 3 newsletters, using in-kind printing contributions from sponsors.

DESCRIPTION

1. Select appropriate content areas for training. Develop outline with activities, visual aids, etc. Present these at workshops.
2. Organize affiliate area staff meetings. Follow up with Action Plans for problem areas.
3. Notify, set up and present "Leader/Board Training Workshops" where needed.
4. Determine need and schedule an appropriate subject for Board Orientation, integrate with on-site visit of one staff member.
5. Review affiliate needs, consult at on-site visit with appropriate affiliate, staff, recommend course of action and follow up on results.
6. Provide and confirm all affiliate visit dates.
7. Compile all statistics necessary for 1982-83 report by evaluating objectives and reviewing goals and objectives and have written, editted and printed for annual meeting distribution.
8. Decide theme, gather materials, layout, edit and have newsletter printed and mailed to membership and supportive organizations.

FUNDING

$60,091 July 1, 1982 - June 30, 1983

EVALUATION

1. Evaluation forms are completed by participants at end of workshop.
2. (a) Same as 1.
   (b) Analyze the Action Plans that are developed in relation to what will be carried out.
3. Same as 1.
4. (a) Same as 1.
   (b) Board of Directors Orientation Packet utilized by affiliates to train their board.
5. (a) Affiliates follow recommendations of LVNYS Staff.
   (b) Review results of technical assistance and consultation recommendations via reports submitted by affiliates, follow-up phone calls and/or on-site visits.
6. LVNYS staff conducted 40 on-site visits during FY 1892-83.
7. Review comments on Annual Report for FY 1982-83 by affiliates, Board members and other appropriate persons.
8. Newsletter disseminated in October, February and May.

These 8 evaluation techniques correspond directly to the 8 objectives.

TITLE N.C. Commission of Indian Affairs Basic Skills Project

CONTACT

Peggy Graham
Project Director
N.C. Commission of Indian Affairs
P.O. Box 27228
Raleigh, NC 27611

DESCRIPTION

The North Carolina Commission of Indian Affairs has designed a project which will accomplish the objectives of providing basic literacy skill tutoring for Indian adults in Indian communities in the North Carolina counties of Halifax, Warren, Scotland, Richmond, Columbus, Bladen and Moore. This literacy training will take Indian adults from a one-on-one setting into the Community College ABE class. Such an approach will prepare the Indian adult, who has in many cases been out of the classroom for a number of years, with the necessary skills to successfully complete the Community College ABE Program. A corollary component of this project will be the provision of Child Enrichment Skills training to the participants in the program. The objectives of this training are to educate those parents who have had an unsuccessful exposure to the educational system in ways in which they can help their own children remain in school and achieve greater academic success.

The one-on-one home tutoring setting and Pre-ABE classroom setting will allow the Indian adult to develop their reading and writing skills in a non-threatening environment as well as emphasizing the development of a positive Indian identity within the students to enable them to cope with the black-white dominated world. Secondly, the child development training component of this project will enable these parents to break the chain of illiteracy.

TITLE Challenging Adults to Read Effectively

CONTACT Pat Amsberry or Elizabeth Johnen (503) 276-1260
Blue Mountain Community College
Box 100
Pendleton, Oregon 97801

OBJECTIVES

1. To provide screening, assessment, placement in materials and instruction for rural Oregon students reading on 5th through 8th grade level.
2. To provide training of teachers and tutors to work with these students.

DESCRIPTION

The ABE Director will identify four members of the outreach staff from rural ABE centers to choose a screening test, a reading assessment/ diagnostic test and materials for instruction. Information will be developed and adopted on how to use the information on a one-to-one or small group basis by an ABE teacher or a tutor. A handbook will be written and training given in its use.

FUNDING

$1,620 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Rural low-level readers

PRODUCT

Handbook for teachers and tutors of low-level readers

EVALUATION

The project's effectiveness will be measured by student progress, teacher/tutor satisfaction and acceptance and use of the project's product by other rural ABE programs.

TITLE Quest for Literacy: A District Wide Committment T-12

CONTACT Mark C. Nagy (215) 284-8009
Director
William Penn School District
P.O. Box 405
Yeadon, PA 19050

DESCRIPTION

This project focuses upon literacy needs in the William Penn School District, comprised of six boroughs in Delaware County, Pennsylvania, adjacent to the City of Philadelphia. It involves close cooperation with the Delaware County Literacy Council, the three public libraries located in the district, and a school district library at the site of the William Penn ABE/GED program. Its principal components are to recruit and train at least 40 volunteer tutors. These tutors will be assigned to work with at least 40 adult students who are in need of literacy competency.

Strategies of awareness and access will include the extensive community education network within the district. The William Penn School District channel on Cable TV will be involved in all phases of the program, which should serve as a model to other districts in the county and the state.

FUNDING

$6,242 July 1, 1982 - June 30, 1983

TITLE Recruiting Volunteers For Our Cause T-13

CONTACT Susan S. Schuehler (215) 861-1384
Director
Moravian College
Main Street and Elizabeth Avenue
Elizabeth, PA 18018

DESCRIPTION

This project is designed to strengthen the volunteer literacy council effort by organizing a recruitment campaign to obtain volunteers for literacy councils in eastern Pennsylvania. The campaign will include the following:

1. Presentation on adult education at colleges
2. Establishment of linkages between colleges and area literacy councils
3. Development of student-tutor programs for college credits.

FUNDING

$14,970 July 1, 1982 - June 30, 1983

TITLE Strategic Literacy Development for Pennsylvania T-14

CONTACT Alfred B. Bennett, Jr. (412) 441-6409
Pittsburgh Regional Library Center
Chatham College Campus
Pittsburgh, PA 15232

DESCRIPTION

The Pittsburgh Regional Library Center proposes to identify seven Areas of Strategic Potentials (ASP's) and six specific communities for the development of new volunteer literacy councils. Once identified, six new literacy councils will be established, staff developed and technical assistance provided to assure their continued growth.

FUNDING

$23,611 July 1, 1982 - June 30, 1983

TITLE Away from the Skill Books: An Alternative Training Module for Volunteer Literacy Tutors T-15

CONTACT Anne Bonner (215) 876-4811
Director
Delaware County Literacy Council
2001 Providence Road
Chester, PA 19013

DESCRIPTION

Recognizing the need to develop an alternative training module for volunteers, Delaware County Literacy Council proposes to develop a training packet to relieve tutors and students from being totally "text bound." The specific non-text instructional techniques to be stressed in the training module will include a language-experience approach and a directed reading-activities approach. Both methods stress what is referred to as the interactive and communicative nature of reading.

FUNDING

$9,554 July 1, 1982 - June 30, 1983

TITLE Susquehanna Valley Adult Literacy Cooperative T-16

CONTACT Steven Naugle (717) 523-1155
Director
Central Susquehanna I.U. #16
P.O. Box 213
Lewisburg, PA 17837

DESCRIPTION

In nine months, the project staff will establish the Susquehanna Valley Adult Literacy Cooperative in the five-county region of Columbia, Montour, Northumberland, Snyder, and Union. The project is particularly appropriate this year because it replicates a cost effective program that has proven successful in western Pennsylvania. Using the Laubach Reading Method, 20 recruited volunteer literacy tutors will be recruited and trained.

FUNDING

$4,940 July 1, 1982 - June 30, 1983

TITLE Volunteers in Public Schools/Adult Basic Education (VIPS/ABE) T-17

CONTACT M. Margaret Welliver (814) 231-1061
Director
State College Area School District
131 West Nittany Avenue
State College, PA 16801

DESCRIPTION

This project is designed to recruit and train volunteer tutor/career mentors to serve one or more students on an individual support basis. It will establish a linkage with a local, well established community service organization, in particular, the Kiwanis Club of State College. If successful, this model effort would then be presented to Kiwanis Clubs in the county, division, and state as a potential statewide Kiwanis project for 1983-84.

FUNDING

$5,130 July 1, 1982 - June 30, 1983

TITLE Comprehensive Adult Basic Literacy Education (CABLE) T-18

CONTACT Mildred C. Bagnal (803) 796-4708
Director Adult Education
Lexington School District Two
715 Ninth Street
West Columbia, SC 29169

OBJECTIVES

1. A complete package of programming for literacy and continuing education in Lexington School District Two (Literacy Campaign, staff development, sequential materials, counseling and programs) to be consolidated into a pamphlet which will be exportable. Also a live model class will be open to interested LEA's after January 1, 1982.
2. Institute a district literacy program and adult awareness campaign including program coordination.
3. Operate a model basic education lab to test counseling and teaching techniques.
4. Establish a Lexington County School District Two Basic Education Steering Committee.
5. Create a Lexington County Literacy Association
6. Provide a facilitator to initiate and implement above objectives.

DESCRIPTION

1. Staff development with adult education teachers by facilitor and consultants.
2. Awareness workshops with principals and guidance counselors.
3. Establish a district adult-community steering committee to plan long range, major objectives (to avoid duplication and maximize services) from adult education, three from community education, three representatives from REC, library coordinators, State Literacy Association President.
4. Forming a Lexington County Literacy Association - Advisory Council.
5. Program taken to the people by way of:
   a. Churches
   b. DSS
   c. Civic organizations
   d. Health departments
   e. Clubs
   f. Media
   g. Grocery ads
   h. Newcomers coupons
   i. Pay envelopes

FUNDING

$16,955 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Non-readers and basic education level, adults with limited English language skills

PRODUCT

A handbook is available through the Adult Education Office of Lexington School District Two upon request at no cost.

EVALUATION

1. The official monthly adult and literacy reports on enrollment.
2. Effectiveness measured by the District Literacy Steering Committee in evaluations of program done quarterly.
3. Basic Education teachers report quarterly the numbers of those who enter basic education from the Laubach program or literacy Campaign. Numbers of increased awareness as measured by responses. Increased numbers in Basic and High School, the greater the volume, the more people being reached through program.

TITLE ABE Homebound Instructional Program T-19

CONTACT Joe Eoff (901) 454-5275
Supervisor of ABE
Memphis City Schools
Memphis, TN 38111

OBJECTIVES

1. To identify 60 "home bound" adult learners and involve them in learning situations.
2. To identify reasons the "hardcore" will not come to regular ABE Classes.
3. To develop and distribute guidelines to be used in the operations of a home bound ABE Program.

DESCRIPTION

1. An Advisory Committee made of local community figures will help in the identification of people to be in program, as well as, communities where the program will be held.
2. Survey forms will be developed and distributed to residents of the target area. The coordinator will work with the media to disseminate information about the project.
3. Paraprofessionals will contact respondents of survey and begin actual one-on-one activities.

FUNDING

$15,000 October 1, 1982 - June 30, 1983

TARGET AUDIENCE

Black, older adults with less than 8th grade education, urban residents

EVALUATION

Evaluation survey instrument will be completed by the paraprofessionals.

TITLE Volunteer Literacy Program for Adults T-20

CONTACT Beverly Perry (615) 526-9777
V.L.P. Coordinator
Putnam County Schools
Cookeville, TN 38501

OBJECTIVES

To train and match volunteer teachers with students who have been tested below 4th grade level.

DESCRIPTION

Coordinator will be responsible for:

1. Recruitment and testing of students.
2. Recruitment and training of tutors (volunteers).
3. Keeping records of students progress.
4. Ordering and distributing literacy materials.
5. Matching student and tutors in pairs to work one on one.
6. Serving as a resource for each tutor/student pair.

FUNDING

$7,100 October 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults with less than fourth grade education

EVALUATION

Evaluation will continue on objectives and project methodology.

TITLE Wichita Adult Literacy Council T-21

CONTACT Jim Morgan (817) 322-6928
Director, Adult Education
Region IX Education Service Center
301 Loop 11
Wichita Falls, Texas 76305

OBJECTIVES

1. Utilize the private sector to support the existing adult education program identifying, recruiting and instructing adults who have limited literacy skills.
2. Identify materials.
3. Develop and utilize a slide-tape presentation on illiteracy which will be used in teacher training, community awareness and dissemination to other programs desiring to establish a literacy council.
4. Support the existing adult education program through implementation of the literacy council.

DESCRIPTION

1. Hire and train project supervisor that will facilitate the following activities:

   a. Recruit and train volunteers, tutors, and recruiters.
   b. Design and implement a media campaign.
   c. Develop slide-tape presentation on illiteracy.
   d. Implement literacy council program and provide technical support.
   e. Conduct program evaluation and dissemination results.

FUNDING

$14,999 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, handicapped, older adults, individuals with less than fourth grade education, volunteers

PRODUCT

1. Slide-tape presentation (community at large, tutors), publicity and training.
2. Publicity guide.
3. Informational brochure (community at large), literacy council.
4. Tutor handbook (tutors), tutorial sessions.

EVALUATION

1. Number of enrollees verified.
2. Number of contact hours verified.
3. Progress verified through the pre and post assessment (San Diego Test - Level E, TABE Test)
4. Number of ABE referrals verified.

TITLE Adult Literacy Councils T-22

CONTACT Nancy Wilson-Webb (817) 332-7544
Supervisor/Co-Op Director
Fort Worth Independent School District
705 South Henderson
Fort Worth, TX 76104

OBJECTIVES

To establish an Adult Literacy Council that will support the existing adult education program in identifying, recruiting, and instructing undereducated adults.

DESCRIPTION

A project coordinator will be employed to supervise the recruitment and training of volunteers. An advisory board will be established to assume responsibility of this effort and in mobilizing community resources. The process on how to establish and work effectively with a literacy council will be documented for dissemination to adult education programs. Records on student recruitment and services provided by volunteers will be kept as part of the overall evaluation of the Project.

FUNDING

$15,022 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, older adults, ABE, ESL

PRODUCT

A process manual will be developed describing the "how to" in organizing and working effectively with an Adult Literacy Council. Methods used in reaching and serving adults will be described as well as instructional resources.

EVALUATION

The development of a model for establishing and operating a Literacy Council will be one measure of evaluating the project. Impact of the project will be determined by data such as (1) number of volunteers recruited and trained, (2) number of hard-to-reach students recruited, (3) retention and progress of students, and (4) evaluation by Literacy Council will be another indicator of project achievement.

TITLE Reaching the Hard-to-Reach Through Adult Literacy Councils T-23

CONTACT Dellora C. Dunn (713) 639-3059
Learning Center Director
Rusk Independent School District
107 East Lufkin Avenue
Lufkin, TX 75901

OBJECTIVES

To establish an Adult Literacy Council that will support the existing adult education program in identifying, recruiting, and instructing undereducated adults.

DESCRIPTION

A project coordinator will be employed to supervise the recruitment and training of volunteers. An advisory board will be established to assume responsibility of this effort and in mobilizing community resources. The process on how to establish and work effectively with a literacy council will be documented for dissemination to adult education programs. Records on student recruitment and services provided by volunteers will be kept as part of the overall evaluation of the project.

FUNDING

$15,062 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, older adults, ABE, ESL

PRODUCT

A process manual will be developed describing the "how to" in organizing and working effectively with an Adult Literacy Council. Methods used in reaching and serving adults will be described as well as instructional resources.

EVALUATION

The development of a model for establishing and operating a Literacy Council will be one measure of evaluating the project. Impact of the project will be determined by data such as (1) number of volunteers recruited and trained, (2) number of hard-to-reach students recruited, (3) retention and progress of students, and (4) evaluation by Literacy Council will be another indicator of project achievement.

TITLE CO-TUTORING: A Hedge Against Isolation T-24

CONTACT Vicki Fensel Ball (802) 885-5502
Area Coordinator
Springfield Learning Center
39 Main Street
Springfield, VT 05165

OBJECTIVES

1. To provide an audience or support system for home based tutors.
2. To share successes, failures, good ideas and tricks of the trade.
3. To develop and share skills and techniques in providing literacy and survival skills to adult students.

DESCRIPTION

The objectives of the program were developed from a real need of home-based rural tutors to have strong, empathetic consistent support beyond the usual meetings. Therefore, funds are provided and time set aside for tutors to pair up and meet on a regular basis. At the start of each 3-month cycle, the tutors pair up and arrange mutually convenient meeting times once each month. They are free to use as much time as needed, most use 3 to 4 hours including travel. Initially tutors share a self-evaluation form (developed by all the tutors) with their partners. This gives each tutor some idea on what elements of their work they would like to focus. These elements may be continued from a previous cycle or be a new area of concern. It may be affected by some known expertise their partner has that they want to make use of in the coming weeks. Each month they meet, share ideas and concerns; try out suggestions between meetings and return to brainstorm new ideas. Some pairs have worked on study units together, creating a product which they then share with the rest of the staff. Some pairs have watched each other teach, others have helped each other with the lonely job of rural outreach. Often they meet in each other's homes or at a "halfway point." In addition to learning new skills and providing support, the meetings have fostered some strong friendships between tutors who live far apart and would not otherwise have spent time together were it not for the co-tutoring project.

FUNDING

$3,500 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Tutors, classroom teachers, paraprofessionals, women

PRODUCT

There is a self evaluation form developed by the tutors which is used for sharing and assessment at the beginning of each cycle. It consists of questions tutors thought pertinent to their teaching.

EVALUATION

Self evaluation by tutors in the project, personal assessment of growth. There is a form, but most of the evaluation is highly personal.

TITLE Literacy Volunteers of Virginia T-25

CONTACT Ms. Dale Marlin (703) 886-8627
Project Director
Literacy Volunteers of Virginia
Staunton, VA 22401

OBJECTIVES

The establishment of a state affiliate for literacy volunteers and a support system for a network of local literacy volunteers.

DESCRIPTION

Development of a statewide support system for training volunteers for Adult Basic Education.

FUNDING

$22,500 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

All minority ethnic groups, volunteers

TITLE Literacy Volunteers of West Virginia

CONTACT Jean Ambrose (304) 424-6345
Project Director
Wood County Board of Education
1511 Blizzard Drive
Parkersburg, WV 26101

OBJECTIVES

1. Maintain and support seven affiliate programs.
2. Support and update training for active tutors.
3. Foster communications between affiliates, state and national organizations.
4. Monitor program quality.
5. Increase public awareness of the problem of functional illiteracy and of the Literacy Volunteers programs.

DESCRIPTION

1. Maintain a state LV office as support for local affiliates and as a liaison with the national organizations.
2. Conduct leadership training and program managemenmt training as needed.
3. Conduct basic reading workshops in new affiliates as needed.
4. Conduct board of directors training for local affiliates.
5. Monitor record keeping and use of LVA evaluative instruments by affiliates to measure student's progress.
6. Publish a bi-monthly newsletter.
7. Conduct English as a Second Language workshops as needed.

FUNDING

$13,305 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Functional illiterates, adults with limited English language skills, classroom teachers, volunteers, paraprofessionals

EVALUATION

1. Use of several LVA diagnostic instruments to determine whether the program's objective, progress in reading or conversational English, is being achieved.
2. Written quarterly progress reports on success in meeting the stated objectives.
3. Determination by the board of directors and staff of factors responsible for successes or failures of the project.

TITLE Establishing an ABE/GED project in a small town in Wyoming using volunteers to teach and tutor. T-27

CONTACT Richard R. Hassheider (307) 746-4451
Community Education Coordinator
Weston County School District #1
Newcastle, Wyoming 82701

OBJECTIVES

To determine the feasibility of operating a comprehensive ABE/GED project in a small town in Wyoming using volunteers to teach and tutor.

DESCRIPTION

Year one:	Recruit volunteers (Establish the process)
Year two:	Hire coordinator of volunteers (Refine the process)
Year Three:	Recruit and retain students (Measure the product)

FUNDING

$950 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

K-11 Educational level, rural residents, volunteers

EVALUATION

Year one: Project considered successful when we were able to attract a sufficient number of volunteer teachers and tutors to operate the ABE/GED program in the District.

Year two: Project considered successful when we obtained the services of a coordinator of volunteers.

Year three: Project will be considered successful if we attract and retain a significant number of students over and above what we've had the past two years.

TITLE Volunteer Tutor Program T-28

CONTACT Jolene Olson (307) 674-6446
Volunteer Tutor Coordinator-Planner
Sheridan College
Sheridan, Wyoming 82801

OBJECTIVES

1. To recruit 12-20 volunteer tutors over the next year.
2. To train volunteer tutors using Literacy Volunteers of America, Inc. format.
3. To implement alternate monthly inservice training for volunteers.
4. To seek and servie those students who have conflicts which prohibit them from seeking instruction such as employment conflicts, day care responsibilities, etc.

DESCRIPTION

1. Development of an individual plan with each student.
2. Scheduling of tutoring will be flexible taking into account student and tutor needs.
3. Cooperative efforts with other agencies, development of a referral system and recruitment of space for tutoring.
4. Staff Development-Coordinator will attend Literacy Volunteers of America, Inc. convention Oct. 1982.
5. Volunteers will be trained in Basic Reading Workshops and ESL workshops and attend alternate monthly inservice meetings to problem solve, develop m,aterials, and receive information.

FUNDING

$13,635 September 20, 1982 - June 30, 1983

TARGET AUDIENCE

Handicapped, older adults, illiterate, rural residents, adults with limited English language skills, volunteers

EVALUATION

This project will be evaluated by Mr. Lloyd Kjorners, Coordinator of Adult and Community Education and a designated person from the Right to Read Academy in Rock Springs, WY.

TECHNOLOGY

TITLE Computer Assisted Instruction in ABE/GED TEC-1

CONTACT Paula Dobbs (205) 353-6731
Project Director
Decatur City Schools
302 Fourth Avenue, N.E.
Decatur, Alabama 35601

DESCRIPTION

This project will allow the Decatur City Schools Adult Basic Education/ GED Program to implement the most modern Adult Performance Level program available: that of computer assisted instruction. The adult basic education and community education program will share extremely expensive computer hardware with the regular K-12 program by utilizing the computer assisted instruction program now in place. This project will provide the supervision needed to offer the computer assisted instruction program. The program guarantees complete individualization in curriculum materials. Each student has a program designed according to his own abilities, needs, and achievement level.

FUNDING

$14,500

TITLE 310 - Project Computer Assisted Instruction for Adult Basic Education Learners TEC-2

CONTACT Melanie Campbell (501) 448-5134
Project Director
Searcy County Adult Education Center
Box 310
Marshall, Arkansas 72650

OBJECTIVES

The primary objective of this project will be to improve basic skills education through the use of modernized equipment and technology.

Another objective of the proposed project is that it will serve to develop a model for Computer Assisted Instructions in other Adult Education Centers located in rural settings.

DESCRIPTION

Computer hardware is on order. The project funds will be used to purchase computer equipment, and the local district will provide training to carry out project objectives. The initial inservice course will provide time for laboratory exercises and use of software within the following guidelines:

Session 1 - Discussion of computer terminology and possible use in advancing teaching skills

Session 2 - Discussion of order of operations, PRINT command and use of inquiries

Session 3 - Previewing software and then, in small groups, evaluating software on prepared forms

Session 4 - Using peripherals, including printer, with applicable software

Session 5 - Typing in a given program, saving a program on tape and generating a program listing with a printer

Session 6 - Demonstrating disk and cassette drives, and review content that has been taught

Session 7 - Using the computer with a TV monitor and preview group-oriented software packages

During the course, participants will be required to evaluate software programs and to give a class presentation using the microcomputer.

A follow-up course will be developed with a primary objective that each participant will prepare at least one instructional program suitable for use in his/her classroom situation.

FUNDING

$4,250 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Rural residents

EVALUATION

The success of the project will be evaluated on an on-going and on a long-range basis. Pre and post inventories will be administered to the participants to determine the increased knowledge of computers and academic growth in basic skills areas. The inventories will consist of a teacher-constructed examination covering computer literacy and the commercially prepared TABE (Tests of Adult Basic Education). Other commercially prepared inventories may be adopted.

Another evaluative measurement related to the future potential and success of the use of computer technology in Adult Education in a rural setting will be the number of inquiries and requests made by prospective adopters of CAI methodology. Agencies or institutions that make inquiry will be encouraged to make on-site visits to the Searcy County Adult Education Center to observe the program. In addition, periodic progress reports and summary reports will be made to appropriate agencies and interested educational institutions.

TITLE Mini-Grant: Computer Assisted Instruction for Adult Basic Education Learners

CONTACT Melanie Campbell (501) 448-5134
Project Director
Searcy County Adult Education Center
Marshall School District
P.O. Box 310
Marshall, Arkansas 72650

OBJECTIVES

A primary objective of this project will be to improve basic skills education through the use of modern equipment and technology. This proposed project, which will be complemented by a "310" Project to partially fund equipment purchases, will serve to develop a model for computer assisted instruction in other Adult Education Centers located in rural settings.

DESCRIPTION

Adult Education staff identified computer software packages in five subject areas which comprise the GED Test plus computer literacy and life coping skills. These software packages have been placed on order from vendors for immediate delivery. Plans are now being made for in-service training of staff on computer operation and use of prepared software in instructional programs.

The Adult Education teacher will have access to individualized learning activities adapted to the heterogenous characteristics of adult learners to include the following:

a. Drill and Practice - programs designed to provide practice on knowledge and skills
b. Tutorial - The computer programs will be used to present an introduction or review of ideas to simulate a good human tutor. Programs that are structured in a question and answer format as well as diagnostic and prescriptive techniques will be used. Programs will assist in remediation and enrichment or acceleration
c. Simulations - Selected programs will model experiences that are too complex, time-consuming, expensive or dangerous to provide in reality
d. Game Playing - Programs will give a competitive setting against a non-threatening entity (the computer) for the adult learner to play, score, and win

In addition, adult learners can use the computer to write and execute their own computer programs or adapt existing programs to meet their specific needs.

FUNDING

$2,000 August, 1982 - June, 1983

TARGET AUDIENCE

Rural residents

PRODUCT

Agencies or institutions that make inquiry will be encouraged to make on-site visits to the Searcy County Adult Education Center to observe its program. In addition, periodic progress reports and summary reports will be made to appropriate agencies and interested educational institutions.

EVALUATION

The proposed project will be evaluated both on an on-going, and on a long-range basis. Teachers will apply records management procedures and achievement data to pin-point student weaknesses, provide activities and individualized assignments directed toward improvement of these weaknesses, and evaluate the effectiveness of these activities in the improvement of deficiencies. Provisions will be made for periodic progress reports and summary reports to appropriate agencies and interested educational institutions. Specific evaluation of the success of the project will be made in terms of the number of inquiries and requests made by potential adopters of Computer Assisted Instruction in Adult Education Programs.

TITLE Training Adults to Read on Microcomputers

CONTACT David S. Spillers (501) 569-3214
Associate Professor & Chairperson
Dept. of Educational Foun. and Technology
University of Arkansas at Little Rock
College of Education
33rd & Univ.
Little Rock, Arkansas 72204

OBJECTIVES

To increase the rate of learning of students enrolled in an adult reading class.

To work cooperatively with the administrators of the Adult Learning Centers in Little Rock areas in selecting several students to participate in a computerized learning program.

To determine the feasibility of using computers as a method of teaching adult students based on their preference and learning style.

Compare the time and cost factor using computers versus traditional methods of teaching.

DESCRIPTION

Additional software will be purchased by the College of Education for use on existing microcomputers within the college. When the school year resumes in the fall, five volunteers will be selected by the administrators of adult education centers in Little Rock. Those students will be trained on the UALR campus in the College of Education building. The students will be allowed to come to the campus for training from 8:00 a.m. to 5:00 p.m. on Friday. The students will be required to log in 8 total hours of instruction each week. All periods of training will be supervised by a full time employee of the College of Education. Prior to training, the student will be assessed in reading skills. Pre assessment and post assessment instruments will either be the same or equal to the instruments used in adult learning centers presently in operation. The student will be assessed during training using the computer and a progress record will be maintained on each student.

FUNDING

$1,968 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Non-reading adults

PRODUCT

This project will use microcomputers in training adult learners in the basic skill of reading. The underlying theory would suggest that adult learners would learn best in a completely individualized setting as opposed to a classroom setting since the adult learner would be already focused on learning basic skills rather than learning the rules of classroom management.

EVALUATION

Pre and post evaluation will be conducted on the five students in the form of paper and pencil tests, tests on the computer, interviews, and questionnaires.

TITLE Telecentered Learning Experiences (TELEX) TEC-5

CONTACT David Struthers (714) 674-2144
Project Director
Elsinore Union High School District
1201 West Graham Avenue
Lake Elsinore, CA 92330

DESCRIPTION

TELEX will modify existing ABE instructional materials into a format suitable for use through the medium of Cable TV. Five 15-minute, video-taped instructional pilot units in different competency areas will be produced. These tapes will be suitable for use by English-speaking adults with low-level literacy and life skills needs. The project will provide a process guide of instructions for use of Cable TV outlets and basic telecasting information. The products will be specifically designed to enable local ABE personnel with no technical video training to initiate confident and easy use of this form of information delivery.

FUNDING

$190,376

TITLE Computer Awareness: Its Place in Adult Education TEC-6

CONTACT Karen C. Martin (317) 482-6806
Project Director
Indiana Vocational Technical College
310 N. Meridian
Lebanon, IN 46052

OBJECTIVES

1. To provide introductory computer awareness to staff and students at selected adult education programs in Indiana.
2. To initiate the use of computer assisted instruction in selected adult basic education programs in Indiana.
3. To determine which adult education programs in the state can obtain the use of microcomputers that are currently located within their school systems.

DESCRIPTION

One day workshops on computer awareness will be conducted at eight adult basic education sites. Participants may include both staff and adult students. The inclusion of both teachers and students in the same workshop is innovative and appropriate due to the state-of-the-art classroom microcomputing with ABE students.

A microcomputer will be purchased for instructional use with the Project's ABE students. Commercially developed software will be used.

The project will contact, aid, and support adult program directors in the state in order that they may obtain the use of microcomputers that are currently located within their K-12 school corporations.

FUNDING

$21,155 September 13, 1982 - June 30, 1983

TARGET AUDIENCE

Individuals with Adult Basic Education, classroom teachers, Adult Basic Education program directors

PRODUCT

A final project report will be completed by June 30, 1983

EVALUATION

An evaluation committee will monitor the extent to which project objectives and activities are being met in accordance with the proposed timeline.

Workshop participants will be administered pre/post tests to measure the degree to which their level of computer awareness increased.

Project progress and results will be compiled in the form of a final narrative report.

TITLE Project Access TEC-7

CONTACT Lynn Klem (609) 445-6211
Glassboro State College
Route 322
Glassboro, New Jersey 08028

OBJECTIVES

1. To work with four adult education programs to develop a training package which will delineate the step by step process involved in analyzing the basic skills requirements of specific jobs and developing the related student Competency Assessment Tests;
2. To work with the four adult education programs to assist them in obtaining access to available computer information systems and to develop an Adult Education Computer Access Plan;
3. To develop a computer program which will be used to design Personalized Instructional Prescriptions for each student based upon his or her own goals and subsequent performances on the student selected competency tests; and
4. To develop a plan for a statewide computerized, adult education information system which will provide adult education programs with information concerning: labor statistics, vocational programs, career-oriented basic skills instructional materials, and basic skills breakdowns for specific jobs and specific vocational training courses.

DESCRIPTION

Access is a comprehensive research and development project which provides a plan for integrating basic skills instruction and vocational information by means of computerized information systems.

FUNDING

$88,605 July 1, 1982 - June 30, 1983

TITLE Telecommunications Project TEC-8

CONTACT Dr. Major M. Boyd
Project Director
N.C. Department of Community Colleges
Raleigh, N.C. 27611

DESCRIPTION

ABE telecommunications will be a new experience for North Carolina's nearly three-quarters of a million adults who have not completed the eighth grade.

The Department of Community Colleges and the UNC Center for Public Television have entered into a joint agreement to provide ABE programming via public television.

The potential benefits, such as greater recruitment and increased enrollment, will both aid the participants and enhance the viability of the ABE program throughout North Carolina. And there are other advantages as well:

Accessibility. If students have access to television, they can then participate in an array of ABE instruction at a convenient time and location.

Standardization of Content. All students throughout the state will have the same material presented at the same time. Consequently, competency-based programs can be more readily developed.

Cost-effective. The cost of telecourses is essentially an initial investment, since no annual salaries or benefits are involved. Certainly cost is an overriding consideration when resources are vanishing, and to justify costs, programs must be effective.

TITLE Mini and Micro Computers as an ABE Classroom Teacher's Aid and Data Control TEC-9

CONTACT W. Warren Bishop
Project Director
Wayne Community College
Goldsboro, NC 27530

OBJECTIVES

With the availability of the low cost computers, data management and teacher assistance with classroom materials can be more efficient and will maximize the learning experience for the ABE student.

Specifically the objectives of the proposal are:

1. To continue refining software programs that have been developed or modified to more accurately collect, store, and retrieve data on ABE students.
2. To continue refining and providing software programs that have been developed or modified to give teachers more assistance in locating appropriate resources for ABE students, based on pre-test or placement test scores.
3. To continue refining software programs that store and retrieve progress records of students.
4. To continue refining existing programs and provide additional programs that will assist the ABE staff to more efficiently manage the administrative role in ABE.
5. To provide a software program that will calculate total student data from across the state program.
6. To continue meeting objectives of original proposal for 1981-82 year.

TITLE English Over Easy TEC-10

CONTACT K. Roskos (216) 599-8135
Special Services Director
Conneaut Area City Schools
263 Liberty
Conneaut, Ohio 44030

OBJECTIVES

1. To provide ABE instructors more flexibility of methodology and a means of utilizing instructional time more effectively.
2. To provide ABE instructors with a supplementary program of basic English skills for participants functioning at intermediate grade levels.
3. To continue experimenting with utilizing television as an alternative instructional opportunity in two areas: 1) as an integral part of an existing home-based instructional program and 2) as a refresher course for more advanced students.

DESCRIPTION

The content of the English video courses will be developed by qualified English teachers. The series will be produced through Lakeland Community College which is adequately equipped for the production of educational type video programs.

FUNDING

$12,000 October 1982 - September 1983

TARGET AUDIENCE

Older adults, intermediate educational level

PRODUCT

English Over Easy is a video course designed for adults who need a quick review of English fundamentals. The series would consist of three hours of instruction in English fundamentals. Each videotaped instructional session would be 30 minutes in length and would have a corresponding study booklet which would contain an additional 15-30 minutes of practice exercises. All total there would be six tapes and studybooks as follows: 1) spelling, 2) capitalization and punctuation, 3) grammar, 4) usage, 5) sentence structure, and 6) vocabulary. The series should be available for distribution by November of 1983.

EVALUATION

1. Frequency of use in local ABE centers as measured by teacher records.
2. Effectiveness of instructional approach as measured by pre- and post-test data of individuals utilizing the series in ABE centers and in the home-based instructional program.
3. Responses of adults utilizing the video series in ABE centers and the home-based instructional program as measured by an informal evaluation device.
4. The number of adults who participate in the course offered on cable television.

TITLE Computer-Assisted Instruction for the Most in Need TEC-11

CONTACT Dick Gates (503) 440-4603
Director, Developmental Education Programs
Umpqua Community College
P.O. Box 967
Roseburg, Oregon 97470

OBJECTIVES

1. To involve Level 1 ABE students in the instructional use of a microcomputer for basic arithmetic and language arts.
2. To motivate ABE students through successful use of computer-assisted instructional (CAI) materials in subjects requiring extensive practice and carefully move students toward knowledge areas such as social studies, science and current events.
3. To improve the efficiency of the ABE record keeping and report generating activity.

DESCRIPTION

The ABE director will provide staff development to implement CAI with training on the Oregon Education Computer Consortium materials. Students will use the Minnesota (MECC) programs in reading, spelling, phonics and arithmetic to determine their appropriateness for adults. The project will use the Teacher Utility program to aid students tracking their own successes. Programs of increasing complexity and interest, including work in current events and social studies, will be available to the students.

FUNDING

$2,965 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Rural Level 1 ABE students

PRODUCT

No special products will be developed. An end of the evaluation report will be submitted to the State Director of Adult Education.

EVALUATION

Pre and post tests of the adults who use the microcomputer will measure improvement. A modified Focus of Control instrument will measure student attitude. Quarterly and final reports will be more accurate and completed in a timely manner.

TITLE TECH NET TEC-12

CONTACT Central Susquehanna I.U. #16 (717) 523-1155
P.O. Box 213
Lewisburg, PA 17837

DESCRIPTION

This project proposes to use high technology to increase efficiency of programs and/or personnel. It plans to produce a cost effective Videotape series consisting of at least 15 tapes addressing the ABE instructional needs of grade levels 4-8. It plans to produce at least 15 packets of text materials capable of Newspaper Reproduction, which are to be coordinated with the 15 tapes. The packet will be designed as a stand-alone product with an option of adding personal instruction to back up the media.

FUNDING

$29,465 July 1, 1982 - June 30, 1983

TITLE High Technology as a Means of Meeting Community ABE Needs in a Time of Cutbacks TEC-13

CONTACT John C. Cole, Jr. (215) 382-3700
Director
The Center for Literacy, Inc.
3723 Chestnut Street
Philadelphia, PA 19104

DESCRIPTION

The Center for Literacy, Inc. proposes to upgrade staff skills in the use of computer technology. The project will consist of the design and implementation of training for community-based literacy staff members in the use of a computerized information system. The training will focus primarily on the needs of minorities and women, since they compose the majority of workers and volunteers in community based organizations. This project is designed to enable the Center for Literacy, Inc. staff to deliver ABE services of higher quality to more students and tutors at no increase in cost.

FUNDING

$4,997 July 1, 1982 - June 30, 1983

TITLE A Systematic Approach to Computer-Assisted-Instruction in ABE/GED TEC-14

CONTACT Dan Paul (717) 462-9878
Director
Intermediate Unit 29
Shenandoah Valley School District
North White Street
Shenandoah, PA 17976

DESCRIPTION

Computer-assisted-instruction has been assessed as an effective means of addressing educational deficiencies of elementary and secondary students. The purpose of this project is to determine if these outcomes can be replicated in meeting needs and interests of adult students. A systematic approval will involve a comparison between two classes of ABE/GED students, those receiving computer-aided-instruction and those receiving services within a traditional framework for instruction. Outcomes in terms of academic gains and the time required to achieve those gains will be used to assess the effectiveness and efficiency of this project.

FUNDING

$11,550 July 1, 1982 - June 30, 1983

TITLE The Individualization of Teaching Strategies for Low Achieving Adults-Using Modern Technological Advances TEC-15

CONTACT Steve Heath
Adult Basic Education Supervisor
Etowah City Schools
Etowah, TN

OBJECTIVES

1. To decrease our student drop-out rate by 50%.
2. Students will increase grade level by double the rate.
3. Increased GED success.
4. Create individualized software.
5. Use video tools to develop programs.
6. Provide quick assessment material.
7. Decrease absenteeism.
8. Initiate teacher training session designed to improve teaching strategies.
9. Provide instructional tools which increase time for actual teacher instruction.

DESCRIPTION

It is the desire to creatively use new technology to individualize out instructional approaches by providing teachers with easily implemented materials which are highly organized and diagnostically sound. We feel this approach will help eliminate both teacher and student frustration experienced in our past individualized programs.

Students should achieve at a more rapid pace. This will create a more satisfied and motivated student.

Teachers will benefit from the project through more time to spend with each student.

FUNDING

$10,465 October 1, 1982 - May 15, 1983

TARGET AUDIENCE

Individuals with less than 12th grade education

PRODUCT

1. Create individualized software.
2. Provide quick assessment material.
3. Provide quick reinforcement material.

EVALUATION

This project will be evaluated by a team including the supervisor, superintendent, ABE staff, and State Consultant. This evaluation will occur in December and at years end. The criteria for evaluation will be based on the attainment of stated objectives.

TITLE Use of Micro-Computers as a Diagnostic and Teaching Tool in Math and English TEC-16

CONTACT
Jane Latimer (901) 925-3943
ABE Supervisor
Hardin County Schools
Savannah, TN 38372

OBJECTIVES

1. To develop diagnostic material in Math or English.
2. Use Micro-Computer to administer and score materials developed.
3. Develop a link between tests and material available.
4. Develop a link between test and software available.
5. To develop computer user skills by ABE students and teachers.
6. To diagnose and prescribe materials to meet deficiencies in skill areas.

DESCRIPTION

1. Meeting between ABE Teachers and Consultants to identify skills and levels to be covered by the project.
2. Project team will develop and label, short diagnostic tests.
3. This material will then be used by ABE students, micro-computer printouts will be used to refine materials for suitability.
4. Reports and records will be kept to determine acceptability of diagnostic aspect of the program.

FUNDING

$15,000 October 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults with eighth grade education or less, rural residents

EVALUATION

Evaluation will be measured directly against the objective pointed out in the narrative. The project director will submit a progress report to the SDE upon completion of 50 hours with special emphasis given to evaluation of objectives.

TITLE Developing a Microcomputer-Based Reading Skills Program TEC-17

CONTACT David F. Culclasure, Ph.D. (512) 532-8811, Ext. 1346
Director, Special Education
San Antonio State Hospital
6711 S. New Braunfels
San Antonio, Texas 78223

OBJECTIVES

The methodology we proposed to use in conducting the special project follows: we will use eight minicomputers to be made available from the resources of the San Antonio State Hospital. These will be set up in a special computer assisted instruction laboratory, located adjacent to the adult basic education classroom where instruction is provided to those mentally handicapped clients who require assistance in attaining proficiency in basic literacy skills subject areas. The project staff will then develop software programs for teaching basic reading skills to the adult non-reader, featuring the innovative use of interactive graphics and sound (voice) tutorials to develop those fundamental skills which the non-reader will need to master if he or she is to be able to read.

DESCRIPTION

Three groups of adult non-readers will be selected to participate in the special project.

Group A - This group will undergo basic reading skills instruction presented via specially developed computer assisted instruction software featuring interactive graphics and sound (voice tutorials).

Group B - This group will undergo basic reading skills instruction presented via the traditional non-interactive computer assisted instruction approach.

Group C - This group, which will function as the control group, will be presented basic reading skills instruction via traditional classroom teaching methods.

FUNDING

$35,000 July 1, 1982 - January 30, 1983

TARGET AUDIENCE

Psychiatric patients

PRODUCT

A complete microcomputer-based "system" designed to teach adult non-readers how to read will be developed. This will include software for use with microcomputers, using BASIC computer-language, with emphasis on reading so that the nonreader mentally impaired adult can learn to read at least to the fifth grade level;

The program materials developed will be essentially self-instructional and will include interactive graphic/sound (voice) tutorials;

The program will be so constructed as to incorporate the flexibility of branching, or other means required to accommodate adults of various ability levels;

The subject content matter used will be adult oriented, focusing on life-coping skills information whenever possible.

The "system" will have three principal end products: microcomputer software, audio-tutorial cassettes, and graphics support material consisting of approximately 1200 illustrated cards bound in two easel volumes.

Copies of the computer assisted instruction materials (manual, software discs, and audio-tutorial cassettes) will be made available from the San Antonio State Hospital, Box 23310, San Antonio, Texas 78223, on a cost of reproduction basis.

EVALUATION

In the special project described, care will be taken to equate the three groups specified above in terms of age, IQ, sex, diagnosis, and present level of mastery of basic literacy skills and any other variable that may be construed to be correlated with the dependent variable to be studied. This will permit experimental control of these variables (which MAY constitute possible causal influences) so that they do not confound the results obtained from statistical analysis of pilot study results.

Equivalent subject matter will be prepared for use under each of the three learning conditions specified earlier. A pre- and post-test adequately sampling the universe of knowledge dealt with in the pilot project will be developed and administered to all participating individuals, to reveal their extent of mastery of basic reading skills. Time required to attain mastery under the various learning methods and conditions will also be analyzed.

TITLE Teacher Training In Using Microcomputers TEC-18

CONTACT David F. Culclasure, Ph.D. (512) 532-8811, Ext. 1346
Director, Special Education
San Antonio State Hospital
6711 S. New Braunfels
San Antonio, Texas 78223

OBJECTIVES

Develop adult basic education teacher's competence in implementing a computer assisted instruction program. The following will be covered: selecting and maintaining minicomputer hardware and peripherals; tips on purchasing "already programmed" software; "hands-on" examination of various "off-the-shelf" program items suitable for adult basic education applications; becoming aware of how the minicomputer can also be used to create, store, administer and score objective tests and monitor student progress, and acquainting the participants with the "basics" of the BASIC computer language, demonstrating how teachers - with no previous programming experience - can create subject matter software which incorporates branching techniques, student management and information routines, and various records-keeping functions.

DESCRIPTION

A combination didactic/practical exercise/demonstration will be used for the workshop. Simplified BASIC programming instruction to be presented will be coupled with ample hands-on opportunities to dispel any fears that the adult basic education teach may have that "using a computer is beyond them."

FUNDING

$19,991 July 1, 1982 - August 31, 1983

PRODUCT

We will develop a comprehensive reference manual to be issued to the adult basic educators participating in the workshop to assist them in setting up computer assisted instruction programs at their locations, to include information dealing with a screen-oriented authoring system that will allow teachers with no previous computer experience to create branching CAI materials, if they desire to do so. We will also develop, and make available on a gratuitous basis a comprehensive reference "catalog" listing already prepared CAI software programs having relevance to the adult basic education process. This will include such information as source, cost, course, description, machine compatibility and other relevant information.

The instructional manual and catalog referenced earlier in this report will be made available on a cost of reproduction basis by the

San Antonio State Hospital
6711 S. New Braunfels
San Antonio, Texas 78223

EVALUATION

Evaluation of the workshop was conducted via traditional techniques using the attached evaluation instrument.

TITLE Computer Literacy for Adult Basic and Adult High School Students TEC-19

CONTACT Stanley J. Plewe (801) 673-5290, Ext. 261

Director, Lifelong Learning
Dixie College and Washington County
School District
225 South 700 East
St. George, Utah 84770

OBJECTIVES

The purpose of this program is to work with 50 adult basic and adult high school students to provide computer literacy and basic skills instruction. The computer literacy component will provide students with knowledge and skills of computer technology and related career opportunities. The literacy instruction will utilize the computer awareness information and the computer to teach the basic skills of speaking, listening, reading, writing and computation.

DESCRIPTION

1. Design, organize and implement a computer literacy instructional program for adult basic and adult high school students, i.e. skills in utilizing and applying computer hardware and software, career alternatives, and basic programming skills.
2. Adapt the Washington County School District K-12 basic literacy competency computer software programs for use with adult students.
3. Provide computer assisted instruction to 50 adult basic and adult high school students to teach the basic skills of speaking, listening, reading, writing, and computation.
4. Provide the Utah State Office of Education with a documentation dissemination report, copies of the public domain educational software developed and/or adapted, and other instructional materials written for teachers and students.

FUNDING

$20,655

TITLE Linking Written and Spoken Vocabulary Development Through Audio Tape Synchronized by Microcomputer and Bilingual Essential Vocabulary on Microcomputer with Synchronized Audiotape Player CAI/CMI

TEC-20

CONTACT Richard Petersen (509) 662-1651
Director
Wenatchee Valley College
1300 Fifth Street
Wenatchee, WA 98801

OBJECTIVES

Vocabulary expanding drill and practice, quiz and post-testing, generated by microcomputer which also synchronizes an audio tape player for human voice reading of everything displayed on the screen. Set of diskettes and audiotapes based on essential vocabulary to provide a learning package to meet the need of those entering state's ABE/ESL/GED programs.

FUNDING

$15,000

TITLE A Proposal to Expand Adult Basic Education Outreach Through Media Utilization TEC-21

CONTACT
Melanie Garton (304) 269-3943
310 Project Coordinator
Lewis County Board of Education
331 East Third Street
Weston, West Virginia 26452

OBJECTIVES

1. Coordinate the programming and pilot broadcast the new ABE/TV series, "Another Page."
2. Promote and coordinate the programming of the "KET/GED" series.
3. Publish an adult education newsletter in an effort to reach those adults difficult to recruit or retain in ABE classes.

DESCRIPTION

1. Arrange for a pilot schedule of "Another Page" over PBS/TV stations in the state.
2. Promote open channels of communication between broadcast stations and ABE personnel and students.
3. Collect necessary information regarding student enrollments, successes, completions, etc.
4. Increase awareness of current ABE programs through the publication and dissemination of a student newsletter.

FUNDING

$26,292 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

ABE/GED

PRODUCT

Information regarding the successes or failures of utilizing television to instruct ABE students will be obtained. Special emphasis will be given to the evaluation of the new low-level reading series, "Another Page."

Project results will be available after completion of the project, 6/30/83.

EVALUATION

Project personnel will evaluate the project on an ongoing basis. The Project Improvement Cycle will be utilized for this purpose.

All objectives of the project will be evaluated by project and auxiliary ABE personnel.

WOMEN

TITLE In Recognition of Culture: A Project on Women of Color W-1

CONTACT Sudie Hofmann (904) 644-3488
Project Coordinator
Florida State University
Dept. of Educational Leadership
325 Bellamy Building
Tallahassee, Florida 32306

OBJECTIVES

1. To develop a network of adult educators and women of color in Florida to specifically deal with the educational needs of women of color.
2. To prepare a publication which would disseminate resource information regarding the educational needs of women of color to local adult education agencies, selected national and international agencies and selected news sources.

DESCRIPTION

The basic strategy/methodology of the project is a participatory research approach. The fifteen consultants for the project will collectively decide what should be included in a resource guide for adult educators. Too often this type of project (i.e. on minorities or women) is carried out by someone outside the target group. In this project, women of color who have ABE/ESL experience will bring their expertise, as well as testimonies from their constituent groups, to the fall and spring workshops. During the workshops it is hoped that the double discrimination which women of color face will be clarified in terms of educational needs. Cultural barriers will be identified and approaches to non-sexist, non-racist curriculum development will be outlined.

FUNDING

$20,000 September 1, 1982 - August 31, 1983

TARGET AUDIENCE

Minority ethnic groups, most in need which in Florida is grade school reading level (through 8th grade), immigrants, adults with limited English language skills, classroom teachers, administrators, counselors, volunteers, paraprofessionals, women

PRODUCT

A resource handbook will be developed and should be available in the fall of 1983.
Contact: John Lawrence, Adult Education Administrator, Exec 14, Knott Building, Florida Department of Education, Tallahassee, Florida 32301

EVALUATION

The project will be evaluated both formatively and summatively. The evaluation methodology will be defined collectively by the project consultants during the fall workshop.

TITLE Career Assessment Process for Undereducated Displaced Homemakers

CONTACT Georgie Klevar (319) 562-3263
Project Director
Northeast Iowa Technical Institute
Box 400
Calmar, IA 52132

OBJECTIVES

The major goal of the project will be to develop a career assessment process for undereducated displaced homemakers. Specific objectives include:

1. Develop a self-assessment instrument to help homemakers identify their marketing skills.
2. Select or adapt an existing interest inventory to assist in identifying an individual's interests and strengths.
3. Devise a method to explore the job market and the potential availability of jobs.

The second primary goal will be to train ABE teachers and the Traveling Educational Advisor in the use of the process for individuals and groups.

DESCRIPTION

I. Research - A Search of Existing Materials
II. Development of the Career Assessment Process
III. Teacher Training and Field Testing

FUNDING

$5,127 July 1, 1982 - June 30, 1983

TARGET AUDIENCE

Older adults, undereducated, rural residents, classroom teachers, women

PRODUCT

A manual describing How to Use the Career Assessment Process for Displaced Homemakers.

Project Report for FY82 contact:

Georgie Klevar
Adult Education
Box 400
Calmar, IA 52132
(319) 562-3263

EVALUATION

The career assessment process will be evaluated at the end of the process by the displaced homemakers and the ABE teachers through the use of an experience evaluation form. During the months of field testing, the process could be modified at any point. The Project Coordinator will visit ABE classes as the teacher works with displaced homemakers. The Traveling Educational Advisor reports to the Adult Re-Entry Center on almost a daily basis. She will provide informal feedback on the effectiveness of the process as she works with individual displaced homemakers. In addition, there will be a formal evaluation session at the end of the field testing. The Project Director, Coordinator, and possibly the consultant will meet to consider all the evaluation forms and suggestions. They will then put the process into a more finalized form.

The workshop participants will evaluate the training procedures by filling out a form at the completion of the workshop. These suggestions will be utilized in the statewide dissemination workshop.

TITLE Outreach to Homemakers

CONTACT Sherry Royce (717) 569-8561
Lancaster-Lebanon I.U. #13
Box 5026
Lancaster, PA 17601

DESCRIPTION

OUTREACH TO HOMEMAKERS will establish and implement cooperative statewide linkages between ABE and the Penn State Extension Extended and Nutrition Education Program (EFNEP) of the United States Department of Agriculture to serve a target population of 1,000/2,000 least educated welfare homemakers. EFNEP nutrition aides will receive the training and materials, which will enable them to provide academic and life skills education in the areas of health, safety, money management, and community services as related to nutrition. These services will be provided for in five model regions in Pennsylvania, including counties where no ABE programs exist and can reach homemakers who are not mobile and to whom ABE classes are not a realistic option.

FUNDING

$9,546 July 1, 1982 - June 30, 1983

TITLE Meeting the Needs of Chronically Unemployed Women Through a Bilingual Newsletter

W-4

CONTACT
Carol Goertzel
Director
Lutheran Settlement House
1546 Frankford Avenue
Philadelphia, PA 19125
(215) 426-8610

DESCRIPTION

Students enrolled in the Adult Basic Education classes at the Lutheran Settlement House Women's Program will plan, develop and write a bilingual newsletter focused on employment and corollary issues facing working women. Students have defined childcare, transportation, time and stress management, and vocational training and job readiness as issues affecting their employment/employability. These will be among the corollary issues addressed in the newsletter, which will be used as supplementary reading material within the classes. Students will be encouraged to contribute articles, poems, stories and puzzles, which will be used to strengthen language arts and writing skills.

Some three hundred copies of the newsletter will be distributed within classes, to local businesses, to community organizations, and to area churches. This will both publicize the programs and alert area businesses to the skills and abilities of students enrolled in the Adult Basic Education Program.

FUNDING

$4,641 July 1, 1982 - June 30, 1983

TITLE Curriculum in Employment: A Learning Program for Unemployable Women W-5

CONTACT Carol Goertzel (215) 426-8610
Director
Lutheran Settlement House
1340 Frankford Avenue
Philadelphia, PA 19125

DESCRIPTION

The Lutheran Settlement House Women's Program will develop recruitment strategies and materials for chronically unemployed women who read below a fourth grade level. This material will focus on women in work. The students will present their concerns about work, which will be depicted in illustrations and pictures taken by students during tours of various job sites where women work. The pictures will be the basis for language development exercises and stories. The pictures, exercises and stories will become a manual that can be used in other classrooms and in other programs as a method of teaching reading, language arts, and employment skills.

FUNDING

$14,683 July 1, 1982 - June 30, 1983

Appendix A

Project Titles by Category and State

Project Titles by Category and State

Category
State
Project Title

Adult Basic Education

Alabama

- ABE-1 Adult Drop-out and Parenting Training (ADAPT)
- ABE-2 Remedial Education for Adult Learners
- ABE-3 Self Teaching Adult Reading (STAR) Program
- ABE-4 Community Education and Attalla Public Library Joining Hands to Develop A Reading Program for the Level I Learner

Arizona

- ABE-5 Adult Language Immersion Program

Arkansas

- ABE-6 Handbook for the New ABE/GED Teachers in Arkansas

Florida

- ABE-7 Special Services for Rural Adults

Hawaii

- ABE-8 Developing a Sequential/Progressive Basic Skills Program for Level I (Gr. 1-5) Within a General Education Mastery Curriculum

Mississippi

- ABE-9 Holmes County ABE Homebound Project
- ABE-10 A Daytime for Adults
- ABE-11 RALLI (Resource Adult Learning Lab for Individuals)

Missouri

- ABE-12 Project Return

New York

- ABE-13 Peer-Mediated Instruction
- ABE-14 GRASP
- ABE-15 Literacy Volunteers of New York City

North Carolina

- ABE-16 Adult Basic Education Instructor Mini-Grant

Category
State
Project Title

Adult Basic Education (continued)

Pennsylvania
ABE-17 Adult Student Magazine

Utah
ABE-18 Multiple Optional Staff Development and Instructional Program for Rural Adult Basic and Adult High School Students

Vermont
ABE-19 Interagency Outreach (Through Public Health Nurses)

ABE-20 Correspondence Course

West Virginia
ABE-21 Diagnostic Prescriptive Modules Curriculum in Mathematics and Writing Skills

Administration

Arizona
ADM-1 A Consortium Effort in Adult Education Between a Vocational-Technical School, Community College, Local School District and the State Department of Education

ADM-2 Redesign/Formulate Adult Basic Education Annual Report Form

Indiana
ADM-3 Adult Education: Survival in the 80's

Illinois
ADM-4 Standardized Models for Follow Up Assessment and Reporting of Enrollment/Financial Data

Ohio
ADM-5 Manual of Funding Sources for ABE Program Managers

Pennsylvania
ADM-6 Administrative Survey of Fiscal Year 1982-83 ABE Program in Pennsylvania

ADM-7 ABE State Planning and Evaluation Support Service of the PA ABE Program Improvement Clearinghouse

Category
State
Project Title

Adult Performance Level/Life Skills

Alabama
- APL-1 Level I Reading Center Program

- APL-2 APL Career Maturity

Arizona
- APL-3 Life Skills Modules

California
- APL-4 California Adult Student Assessment System (CASAS)

Florida
- APL-5 Enhancing Survival Skills of Rural Adults Through Outreach Education and Peer Support

Hawaii
- APL-6 Development of a Competency-Based Program for Lower Levels of Achievement (Grades 0-8) at Aiea Community School for Adults Through Adaptation and Augmentation of Project Class (Competency-Based Live Ability Skills)

Iowa
- APL-7 Identification of Educational Needs and Development of Materials for Serving Senior Citizens

New Hampshire
- APL-8 Adult Basic Educational/Adult Tutorial Program

Pennsylvania
- APL-9 Project Reason

- APL-10 Language Arts for Beginners

- APL-11 Development of a 0-4 Consumer Mathematics Curriculum Development for the ABE Student

- APL-12 Coudersport Area Consumer Mathematics Curriculum Guide

- APL-13 Curriculum Development in Language Arts and Consumer Mathematics

Washington
- APL-14 A Project to Teach the Concepts of Charts and Graphs to Adult Basic Education Students

Category
  State
    Project Title

Adult Performance Level/Life Skills (continued)

Wyoming
- APL-15 Project Senior

Counseling

Arkansas
- C-1 Counseling the ABE Student

Florida
- C-2 Training Mentors for Educational Counseling of Adult Learners

New Jersey
- C-3 Vocational/Job Readiness Linkages for Basic Skills Students
- C-4 County-Wide Career Resource Service and Training Referral System

Pennsylvania
- C-5 Handbook of Debt Counseling Strategies

Community Linkage

Alabama
- CL-1 Lawrence County Adult and Community Education

Massachusetts
- CL-2 Urban Adaptation
- CL-3 Collaboration - Adult ESL and South Cove Community Health Center

New Jersey
- CL-4 Adult Literacy Expansion

Pennsylvania
- CL-5 Urban Resources
- CL-6 Community Linkage
- CL-7 Adult Education Linkage Handbook

Category
State
Project Title

Community Linkage (continued)

Texas

CL-8	Community Education Training Project

Corrections Education

Massachusetts

COR-1	Middlesex Offender Education Program
COR-2	Berkshire Adult Basic Education Project
COR-3	Inmate Educational Opportunities of the Plymouth County House of Correction and Jail
COR-4	Competency Based Instruction and Assessment
COR-5	Model Inmate Education Program
COR-6	Correctional Education Network for Southeast Massachusetts
COR-7	Jail Special Needs Program

Missouri

COR-8	Project 310/Missouri Eastern Correctional Center
COR-9	A Program of Basic and Life Skills for Correctional Instuitutions

Texas

COR-10	Educational Planning for Pre-Release Inmates
COR-11	R2D2 Correctional Project
COR-12	Educational Planning for Pre-Release Inmates

Dissemination/Diffusion

Arizona

D-1	Adult Education Newsletter

California

D-2	Dissemination Network For Adult Educators

Category
State
Project Title

Dissemination/Diffusion (continued)

Indiana
- D-3 Southern Indiana Resource Center
- D-4 Project Update: The ABE Information Center
- D-5 Adult Education Resource Center

Kentucky
- D-6 Adult Education Comprehensive Project

Massachusetts
- D-7 Lowell Adult Competency Based Instruction Program (LACBIP)

Nebraska
- D-8 ABE Newsletter

New Jersey
- D-9 Linkages To Literacy

New York
- D-10 Clearinghouse for Adult, Community, and Continuing Education

Pennsylvania
- D-11 PA ABE Program Improvement Clearinghouse
- D-12 Adult Education In-Service Magazine
- D-13 ABE Newsletter
- D-14 Success Stories Booklet

Texas
- D-15 TRENDS-Adult Education Dissemination Project

Virginia
- D-16 Dissemination Vehicle (Newsletter)
- D-17 Instructional Resource Center

Washington
- D-18 Improvement of Developmental Education Resources Through Two Network Systems

Category
State
Project Title

Evaluation

Florida
E-1 Administrative Designs Utilizing Linkage Theory (Project ADULT)

Montana
E-2 Evaluation of Adult Basic Education Participation Outcomes

New Jersey
E-3 Outcomes and Impact of Adult Basic Skills Education in New Jersey

Pennsylvania
E-4 Evaluation of Section 310 Projects for New Jersey

North Carolina
E-5 Planning for Statewide Evaluation of Adult Basic Education in North Carolina

Washington
E-6 A State Study of the Economic Benefits Derived by Adult Basic Education Students Completing GED Certificate Requirements and a Cost Benefit Analysis of the Adult Education Program in the State of Washington

Employability

Alabama
EMP-1 ABE for Rural Manufacturing and Industrial Personnel

EMP-2 Preemployment Training Program

Indiana
EMP-3 JOBS Media

Massachusetts
EMP-4 Competency-Based Educational Services

Mississippi
EMP-5 Adult Education Reading Career Program

New Jersey
EMP-6 Occupationally Referenced Basic Skills Instructional Model

Category
State
Project Title

Employability (continued)

Pennsylvania

EMP-7 Project GET (Gaining Employment Through Traineeships)

EMP-8 Franklin Foundation Adult Basic Education Program

EMP-9 Basic Education Curriculum Manual for Underemployed and Chronically Unemployed Racial Minority Adults

Texas

EMP-10 Adult Basic Skills/Industry Productivity Research

Utah

EMP-11 Instructional Resources for Linking Basic Skills and Occupational Tasks in Entry-Level Auto Mechanics, Electronics, and Retail Sales

West Virginia

EMP-12 Development of Competency Based Curricula Designed to Assist Adults in Rural Areas of High Unemployment

English As A Second Language

Arizona

ESL-1 English as a Second Language Adult Basic Education Program

Mississippi

ESL-2 English as a Second Language

Oregon

ESL-3 English as a Second Langauge Transition to ABE Learning Lab

Pennsylvania

ESL-4 Volunteer English as Second Language Instructional Program for Non-English Speaking Refugees

ESL-5 ESL Material Development

ESL-6 An ESL Cottage Industry Education and Employment Program

Puerto Rico

ESL-7 Summer Literacy Program

ESL-8 Joint Effort for the Development of Cantera Neighborhood

Category
State
Project Title

English As A Second Language (continued)

Texas
ESL-9 Revision of the Adult Basic Education Teacher's Guide for Teaching English as a Second Language

ESL-10 English as a Second Language (ESL) Teacher Training

Virginia
ESL-11 ESOL Teacher Training Project

Washington
ESL-12 Vocational English as a Second Language: An Industry-Linked Training Model

West Virginia
ESL-13 Audit Classes for Vocational Awareness

General Education Development

Arizona
GED-1 Class with Ma-Bell

GED-2 A Circuit Riding Approach to Adult Education

Florida
GED-3 Providing Assistance and Support for Adults (PASA)

Pennsylvania
GED-4 More Effective ABE Instruction for Institutionalized Addicts and Alcoholics Through The Kentucky GED Video Series

Texas
GED-5 Project Giant Step Phase II

Vermont
GED-6 GED Newspaper Course

High School Diploma

Connecticut
H-1 Regional Adult External High School Diploma Program

District of Columbia
H-2 External High School Diploma Program - Year of Refinement

Category
State
Project Title

High School Diploma (continued)

Montana
- H-3 External Diploma Program

New York
- H-4 New York State External Diploma Program
- H-5 New York State External Diploma Program
- H-6 New York State External High School Diploma Program
- H-7 New York State External High School Diploma Program
- H-8 New York State External High School Diploma Program

Pennsylvania
- H-9 Project Second Chance

Learning Disabled

Alabama
- LD-1 The Psychoeducational Adult School Project
- LD-2 Sensory Aids for Life

Arizona
- LD-3 RAISE - Rehabilitative Adult Independent Skills Education
- LD-4 Workshop for the Handicapped
- LD-5 Adult Learning Disabilities

Mississippi
- LD-6 Evaluating Learning Dysfunctions and Developing Instruction Techniques for Learning
- LD-7 East Mississippi State Hospital Pre-Discharge Training Program

New Jersey
- LD-8 Deinstitutionalized Model for Mental Patients

North Carolina
- LD-9 Compensatory Education Project for Mentally Retarded Adults

Category
State
Project Title

Learning Disabled (continued)

Pennsylvania

LD-10 Innovative Techniques for Teaching Legally Blind and Multiply Handicapped

LD-11 Survival Skills Curriculum in Language Arts for 0-4 Level ABE Student

LD-12 Deaf Adults: Their Needs for Life-Long Learning

Utah

LD-13 Training of Personnel to Teach American Sign Language (ASL).

Virgin Islands

LD-14 Special Training for Teaching Students with Handicaps

Virginia

LD-15 Curriculum Adaptions for Special Education

West Virginia

LD-16 Homebound ABE Through Volunteers

LD-17 The Development and Field Testing of a Curriculum for Teaching Mentally Retarded Adults in ABE Learning Centers

LD-18 Developing an Employability Skills Curriculum for Disadvantaged and Handicapped Adults Receiving Institutional Services

LD-19 STEPS (Strategies for Teaching, Evaluation, Progress and Success for Learning Disabled Adults)

LD-20 Meeting Needs of Low-Level Adults in Ohio County

Wyoming

LD-21 RENEW ABE Demonstration

Recruitment

Arizona

R-1 Community Relations Kits for Recruitment and Retention

Iowa

R-2 Innovative Outreach Techniques in ABE Needs Assessment

Category
State
Project Title

Recruitment (continued)

North Dakota
R-3 Recruitment, Staff Development and Community Linkages

R-4 Recruitment - Dissemination/Community Linkage

Pennsylvania
R-5 Adult Education Volunteer Advocacy Center

Texas
R-6 Recruitment and Training

Virginia
R-7 Home-Aide/Recruiter/Correspondence Program

Staff Development

Arizona
S-1 Staff Development for ABE/ESL Teachers and Coordinators

S-2 Instrumental Enrichment

S-3 University of Arkansas Adult Education Project

California
S-4 California Staff Development for Competency-Based Adult Education

S-5 Nomos Institute

Connecticut
S-6 Connecticut Adult Basic Education Staff Development Project

Florida
S-7 Crossroads: A New Beginning

S-8 Motivation, Expectation, and Learning/Teaching Styles: Inservice Training and Materials for ABE Instructors

S-9 Teaching with Effective Adult Education Management

Illinois
S-10 Southern Illinois Area Adult Education Service Center

S-11 Central Illinois Adult Education Service Center

S-12 Supportive Services for Adult ESL Programs

S-13 Northern Area Adult Education Service Center

Category
State
Project Title

Staff Development (continued)

Iowa

S-14 Videotape Production of B.O.A.T. (Basics of Adult Education)

Kansas

S-15 Kansas Inservice and Staff Development Project

S-16 Facilitating Independent Experiences, Learning, and Development of Staff (FIELDS)

Kentucky

S-17 A Comprehensive Training Program for ABE Personnel and Volunteers/Evaluation System Implementation/Dissemination of Program Results

Massachusetts

S-18 Adult Education Program

New Hampshire

S-19 Staff Development: Coordination and Direct Services

New York

S-20 Project AERC

New Mexico

S-21 (310) Statewide ABE Staff Development

Pennsylvania

S-22 ABE Staff Development Support Service of the PA ABE Program Improvement Clearinghouse

S-23 Adult Education Teacher Training

S-24 Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania

Texas

S-25 Training for Adult Education Supervisors

Utah

S-26 Video Tapes and Manual for Training Teachers of Adult Students

Virgin Islands

S-27 Teaching Metric Education Skills

Category
State
Project Title

Staff Development (continued)

Virginia
S-28 Project SAIL (Summer Adult Institute and Lyceum)

West Virginia
S-29 Adult Education Staff Development and Graduate Program

Tutoring

Alabama
T-1 Gadsden Adult Basic Education/Community Services

Arizona
T-2 Effective Training and Utilization of Volunteers

Florida
T-3 The Night Owls - An Evening Tutorial Program for Adult Education

Mississippi
T-4 An Innovative Literacy Program

Nebraska
T-5 Special Experimental Demonstration Volunteers in Adult Basic Education

T-6 Adult Basic Education

New Hampshire
T-7 Nashua Adult Tutorial Program

New Jersey
T-8 Literacy Volunteers of Willingboro

New York
T-9 Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program

North Carolina
T-10 N.C. Commission of Indian Affairs Basic Skills Project

Oregon
T-11 Challenging Adults to Read Effectively

Pennsylvania
T-12 Quest for Literacy: A District Wide Commitment

T-13 Recruiting Volunteers for Our Cause

T-14 Strategic Literacy Development for Pennsylvania

T-15 Away From The Skill Books: An Alternative Training Module for Volunteer Literacy Tutors

Category
State
Project Title

Tutoring (continued)

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T-17 Volunteers in Public Schools/Adult Basic Education (VIPS/ABE)

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T-20 Volunteer Literacy Program for Adults

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T-21 Wichita Adult Literacy Council

T-22 Adult Literacy Councils

T-23 Reaching the Hard-to-Reach Through Adult Literacy Councils

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T-24 Co-Tutoring: A Hedge Against Isolation

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T-25 Literacy Volunteers of Virginia

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T-26 Literacy Volunteers of West Virginia

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T-27 Establishing an ABE/GED Project in a Small Town in Wyoming Using Volunteers to Teach and Tutor

T-28 Volunteer Tutor Program

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Arizona
TEC-2 310 - Project Computer Assisted Instruction for Adult Basic Education Learners

TEC-3 Mini-Grant: Computer-Assisted Instruction for Adult Basic Education Learners

TEC-4 Training Adults to Read on Microcomputers

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TEC-6 Computer Awareness: Its Places in Adult Education

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TEC-13 High Technology as a Means of Meeting Community ABE Needs in a Time of Cutbacks

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TEC-15 The Individualization of Teaching Strategies for Low Achieving Adults - Using Modern Technological Advances

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W-2 Career Assessment Process for Undereducated Displaced Homemakers

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W-3 Outreach to Homemakers

W-4 Meeting Needs of Chronically Unemployed Women Through a Bilingual Newsletter

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Appendix C

Cross Reference Index by State

Cross Reference Index by State

State
Project Title

Alabama

ABE-1	Adult Drop-out and Parenting Training (ADAPT)
ABE-2	Remedial Education for Adult Learners
ABE-3	Self Teaching Adult Reading (STAR) Program
ABE-4	Community Education and Attalla Public Library Joining Hands to Develop A Reading Program for the Level I Learner
APL-1	Level I Reading Center Program
APL-2	APL Career Maturity
CL-1	Lawrence County Adult and Community Education
EMP-1	ABE for Rural Manufacturing and Industrial Personnel
EMP-2	Preemployment Training Program
LD-1	The Psychoeducational Adult School Project
LD-2	Sensory Aids for Life
T-1	Gadsden Adult Basic Education/Community Services
TEC-1	Computer Assisted Instruction in ABE/GED

Arizona

ABE-5	Adult Language Immersion Program
ADM-1	A Consortium Effort in Adult Education Between a Vocational-Technical School, Community College, Local School District and the State Department of Education
ADM-2	Redesign/Formulate Adult Basic Education Annual Report Form
APL-3	Life Skills Modules
D-1	Adult Education Newsletter
ESL-1	English as a Second Language Adult Basic Education Program
GED-1	Class with Ma-Bell

State
Project Title

Arizona (continued)
GED-2 A Circuit Riding Approach to Adult Education
LD-3 RAISE - Rehabilitative Adult Independent Skills Education
LD-4 Workshop for the Handicapped
LD-5 Adult Learning Disabilities
R-1 Community Relations Kits for Recruitment and Retention
S-1 Staff Development for ABE/ESL Teachers and Coordinators
S-2 Instrumental Enrichment
S-3 University of Arkansas Adult Education Project
T-2 Effective Training and Utilization of Volunteers
TEC-2 310 - Project Computer Assisted Instruction for Adult Basic Education Learners
TEC-3 Mini-Grant: Computer-Assisted Instruction for Adult Basic Education Learners
TEC-4 Training Adults to Read on Microcomputers

Arkansas
ABE-6 Handbook for the New ABE/GED Teachers in Arkansas
C-1 Counseling the ABE Student

California
APL-4 California Adult Student Assessment System (CASAS)
D-2 Dissemination Network For Adult Educators
S-4 California Staff Development for Competency-Based Adult Education
S-5 Nomos Institute
TEC-5 Telecentered Learning Experiences (TELEX)

State
Project Title

Connecticut
H-1 Regional Adult External High School Diploma Program
S-6 Connecticut Adult Basic Education Staff Development Project

District of Columbia
H-2 External High School Diploma Program - Year of Refinement

Florida
ABE-7 Special Services for Rural Adults
APL-5 Enhancing Survival Skills of Rural Adults Through Outreach Education and Peer Support
C-2 Training Mentors for Educational Counseling of Adult Learners
E-1 Administrative Designs Utilizing Linkage Theory (Project ADULT)
GED-3 Providing Assistance and Support for Adults (PASA)
S-7 Crossroads: A New Beginning
S-8 Motivation, Expectation, and Learning/Teaching Styles: Inservice Training and Materials for ABE Instructors
S-9 Teaching with Effective Adult Education Management
T-3 The Night Owls - An Evening Tutorial Program for Adult Education
W-1 In Recognition of Culture: A Project on Women of Color

Hawaii
ABE-8 Developing a Sequential/Progressive Basic Skills Program for Level I (Gr. 1-5) Within a General Education Mastery Curriculum
APL-6 Development of a Competency-Based Program for Lower Levels of Achievement (Grades 0-8) at Aiea Community School for Adults Through Adaptation and Augmentation of Project Class (Competency-Based Live Ability Skills)

State Project Title	
Illinois	
ADM-4	Standardized Models for Follow Up Assessment and Reporting of Enrollment/Financial Data
S-10	Southern Illinois Area Adult Education Service Center
S-11	Central Illinois Adult Education Service Center
S-12	Supportive Services for Adult ESL Programs
S-13	Northern Area Adult Education Service Center
Indiana	
ADM-3	Adult Education: Survival in the 80's
D-3	Southern Indiana Resource Center
D-4	Project Update: The ABE Information Center
D-5	Adult Education Resource Center
EMP-3	JOBS Media
TEC-6	Computer Awareness: Its Places in Adult Education
Iowa	
APL-7	Identification of Educational Needs and Development of Materials for Serving Senior Citizens
R-2	Innovative Outreach Techniques in ABE Needs Assessment
S-14	Videotape Production of B.O.A.T. (Basics of Adult Education)
W-2	Career Assessment Process for Undereducated Displaced Homemakers
Kansas	
S-15	Kansas Inservice and Staff Development Project
S-16	Facilitating Independent Experiences, Learning, and Development of Staff (FIELDS)

State
Project Title

Kentucky
D-6 Adult Education Comprehensive Project
S-17 A Comprehensive Training Program for ABE Personnel and Volunteers/Evaluation System Implementation/Dissemination of Program Results

Massachusetts
CL-2 Urban Adaptation
CL-3 Collaboration - Adult ESL and South Cove Community Health Center
COR-1 Middlesex Offender Education Program
COR-2 Berkshire Adult Basic Education Project
COR-3 Inmate Educational Opportunities of the Plymouth County House of Correction and Jail
COR-4 Competency Based Instruction and Assessment
COR-5 Model Inmate Education Program
COR-6 Correctional Education Network for Southeast Massachusetts
COR-7 Jail Special Needs Program
D-7 Lowell Adult Competency Based Instruction Program (LACBIP)
EMP-4 Competency-Based Educational Services
S-18 Adult Education Program

Mississippi
ABE-9 Holmes County ABE Homebound Project
ABE-10 A Daytime for Adults
ABE-11 RALLI (Resource Adult Learning Lab for Individuals)
EMP-5 Adult Education Reading Career Program
ESL-2 English as a Second Language

State
Project Title

Mississippi (continued)
LD-6 Evaluating Learning Dysfunctions and Developing Instruction Techniques for Learning
LD-7 East Mississippi State Hospital Pre-Discharge Training Program
T-4 An Innovative Literacy Program

Missouri
ABE-12 Project Return
COR-8 Project 310/Missouri Eastern Correctional Center
COR-9 A Program of Basic and Life Skills for Correctional Instuitutions

Montana
E-2 Evaluation of Adult Basic Education Participation Outcomes
H-3 External Diploma Program

Nebraska
D-8 ABE Newsletter
T-5 Special Experimental Demonstration Volunteers in Adult Basic Education
T-6 Adult Basic Education

New Hampshire
APL-8 Adult Basic Educational/Adult Tutorial Program
S-19 Staff Development: Coordination and Direct Services
T-7 Nashua Adult Tutorial Program

New Jersey
C-3 Vocational/Job Readiness Linkages for Basic Skills Students
C-4 County-Wide Career Resource Service and Training Referral System
CL-4 Adult Literacy Expansion
D-9 Linkages To Literacy

State
Project Title

New Jersey (continued)
E-3 Outcomes and Impact of Adult Basic Skills Education in New Jersey

EMP-6 Occupationally Referenced Basic Skills Instructional Model

LD-8 Deinstitutionalized Model for Mental Patients

T-8 Literacy Volunteers of Willingboro

TEC-7 Project Access

New Mexico
S-21 (310) Statewide ABE Staff Development

New York
ABE-13 Peer-Mediated Instruction

ABE-14 GRASP

ABE-15 Literacy Volunteers of New York City

D-10 Clearinghouse for Adult, Community, and Continuing Education

H-4 New York State External Diploma Program

H-5 New York State External Diploma Program

H-6 New York State External High School Diploma Program

H-7 New York State External High School Diploma Program

H-8 New York State External High School Diploma Program

S-20 Project AERC

T-9 Literacy Volunteers Adult Basic Reading and Conversational English Tutorial Program

State
Project Title

North Carolina

ABE-16	Adult Basic Education Instructor Mini-Grant
E-5	Planning for Statewide Evaluation of Adult Basic Education in North Carolina
LD-9	Compensatory Education Project for Mentally Retarded Adults
T-10	N.C. Commission of Indian Affairs Basic Skills Project
TEC-8	Telecommunications Project
TEC-9	Mini and Micro Computers as an ABE Classroom Teacher's Aid and Data Control

North Dakota

R-3	Recruitment, Staff Development and Community Linkages
R-4	Recruitment - Dissemination/Community Linkage

Ohio

ADM-5	Manual of Funding Sources for ABE Program Managers
TEC-10	English Over Easy

Oregon

ESL-3	English as a Second Langauge Transition to ABE Learning Lab
T-11	Challenging Adults to Read Effectively
TEC-11	Computer-Assisted Instruction for the Most in Need

Pennsylvania

ABE-17	Adult Student Magazine
ADM-6	Administrative Survey of Fiscal Year 1982-83 ABE Program in Pennsylvania
ADM-7	ABE State Planning and Evaluation Support Service of the PA ABE Program Improvement Clearinghouse
APL-9	Project Reason
APL-10	Language Arts for Beginners

State
Project Title

Pennsylvania (continued)

APL-11	Development of a 0-4 Consumer Mathematics Curriculum Development for the ABE Student
APL-12	Coudersport Area Consumer Mathematics Curriculum Guide
APL-13	Curriculum Development in Language Arts and Consumer Mathematics
C-5	Handbook of Debt Counseling Strategies
CL-5	Urban Resources
CL-6	Community Linkage
CL-7	Adult Education Linkage Handbook
D-11	PA ABE Program Improvement Clearinghouse
D-12	Adult Education In-Service Magazine
D-13	ABE Newsletter
D-14	Success Stories Booklet
E-4	Evaluation of Section 310 Projects for New Jersey
EMP-7	Project GET (Gaining Employment Through Traineeships)
EMP-8	Franklin Foundation Adult Basic Education Program
EMP-9	Basic Education Curriculum Manual for Underemployed and Chronically Unemployed Racial Minority Adults
ESL-4	Volunteer English as Second Language Instructional Program for Non-English Speaking Refugees
ESL-5	ESL Material Development
ESL-6	An ESL Cottage Industry Education and Employment Program
GED-4	More Effective ABE Instruction for Institutionalized Addicts and Alcoholics Through The Kentucky GED Video Series
H-9	Project Second Chance

State
Project Title

Pennsylvania (continued)

LD-10	Innovative Techniques for Teaching Legally Blind and Multiply Handicapped
LD-11	Survival Skills Curriculum in Language Arts for 0-4 Level ABE Student
LD-12	Deaf Adults: Their Needs for Life-Long Learning
R-5	Adult Education Volunteer Advocacy Center
S-22	ABE Staff Development Support Service of the PA ABE Program Improvement Clearinghouse
S-23	Adult Education Teacher Training
S-24	Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania
T-12	Quest for Literacy: A District Wide Commitment
T-13	Recruiting Volunteers for Our Cause
T-14	Strategic Literacy Development for Pennsylvania
T-15	Away From The Skill Books: An Alternative Training Module for Volunteer Literacy Tutors
T-16	Susquehanna Valley Adult Literacy Cooperative
T-17	Volunteers in Public Schools/Adult Basic Education (VIPS/ABE)
TEC-12	TECH NET
TEC-13	High Technology as a Means of Meeting Community ABE Needs in a Time of Cutbacks
TEC-14	A Systematic Approach to Computer-Assisted-Instruction in ABE/GED
W-3	Outreach to Homemakers
W-4	Meeting Needs of Chronically Unemployed Women Through a Bilingual Newsletter
W-5	Curriculum in Employment: A Learning Program for Unemployable Women

State
Project Title

Puerto Rico
ESL-7 Summer Literacy Program

ESL-8 Joint Effort for the Development of Cantera Neighborhood

South Carolina
T-18 Comprehensive Adult Basic Literacy Education (CABLE)

Tennessee
T-19 ABE Homebound Instructional Program

T-20 Volunteer Literacy Program for Adults

TEC-15 The Individualization of Teaching Strategies for Low Achieving Adults - Using Modern Technological Advances

TEC-16 Use of Micro-Computers as a Diagnostic and Teaching Tool in Math and English

Texas
CL-8 Community Education Training Project

COR-10 Educational Planning for Pre-Release Inmates

COR-11 R2D2 Correctional Project

COR-12 Educational Planning for Pre-Release Inmates

D-15 TRENDS-Adult Education Dissemination Project

EMP-10 Adult Basic Skills/Industry Productivity Research

ESL-9 Revision of the Adult Basic Education Teacher's Guide for Teaching English as a Second Language

ESL-10 English as a Second Language (ESL) Teacher Training

GED-5 Project Giant Step Phase II

R-6 Recruitment and Training

S-25 Training for Adult Education Supervisors

T-21 Wichita Adult Literacy Council

T-22 Adult Literacy Councils

State
Project Title

Texas (continued)

T-23	Reaching the Hard-to-Reach Through Adult Literacy Councils
TEC-17	Developing a Microcomputer-Based Reading Skills Program
TEC-18	Teacher Training in Using Microcomputers

Utah

ABE-18	Multiple Optional Staff Development and Instructional Program for Rural Adult Basic and Adult High School Students
EMP-11	Instructional Resources for Linking Basic Skills and Occupational Tasks in Entry-Level Auto Mechanics, Electronics, and Retail Sales
LD-13	Training of Personnel to Teach American Sign Language (ASL).
S-26	Video Tapes and Manual for Training Teachers of Adult Students
TEC-19	Computer Literacy for Adult Basic and Adult High School Students

Vermont

ABE-19	Interagency Outreach (Through Public Health Nurses)
ABE-20	Correspondence Course
GED-6	GED Newspaper Course
T-24	Co-Tutoring: A Hedge Against Isolation

Virgin Islands

LD-14	Special Training for Teaching Students with Handicaps
S-27	Teaching Metric Education Skills

Virginia

D-16	Dissemination Vehicle (Newsletter)
D-17	Instructional Resource Center
ESL-11	ESOL Teacher Training Project
LD-15	Curriculum Adaptions for Special Education

State
Project Title

Virginia (continued)

R-7	Home-Aide/Recruiter/Correspondence Program
S-28	Project SAIL (Summer Adult Institute and Lyceum)
T-25	Literacy Volunteers of Virginia

Washington

APL-14	A Project to Teach the Concepts of Charts and Graphs to Adult Basic Education Students
D-18	Improvement of Developmental Education Resources Through Two Network Systems
E-6	A State Study of the Economic Benefits Derived by Adult Basic Education Students Completing GED Certificate Requirements and a Cost Benefit Analysis of the Adult Education Program in the State of Washington
ESL-12	Vocational English as a Second Language: An Industry-Linked Training Model
TEC-20	Linking Written and Spoken Vocabulary Development Through Audio Tape Synchronized by Microcomputer and Bilingual Essential Vocabulary on Microcomputer with Synchronized Audiotape Player CAI/CMI

West Virginia

ABE-21	Diagnostic Prescriptive Modules Curriculum in Mathematics and Writing Skills
EMP-12	Development of Competency Based Curricula Designed to Assist Adults in Rural Areas of High Unemployment
ESL-13	Audit Classes for Vocational Awareness
LD-16	Homebound ABE Through Volunteers
LD-17	The Development and Field Testing of a Curriculum for Teaching Mentally Retarded Adults in ABE Learning Centers
LD-18	Developing an Employability Skills Curriculum for Disadvantaged and Handicapped Adults Receiving Institutional Services
LD-19	STEPS (Strategies for Teaching, Evaluation, Progress and Success for Learning Disabled Adults)

State
Project Title

West Virginia (continued)

LD-20 Meeting Needs of Low-Level Adults in Ohio County

S-29 Adult Education Staff Development and Graduate Program

T-26 Literacy Volunteers of West Virginia

TEC-21 A Proposal to Expand Adult Basic Education Outreach Through Media Utilization

Wyoming

APL-15 Project Senior

LD-21 RENEW ABE Demonstration

T-27 Establishing an ABE/GED Project in a Small Town in Wyoming Using Volunteers to Teach and Tutor

T-28 Volunteer Tutor Program

APPENDIX D

PRODUCTS LISTING

ABE - 6 New Teacher Handbook
- 8 Level 1 Report
- 13 Peer-Mediated Modules
- 14 Outreach Handbook
- 16 Instructional Guide
- 20 Correspondence Course
- 22 Math/Writing Modules

ADM - 1 Course Syllabus
- 2 Annual Reporting Form
- 3 Manual
- 4 Manual

APL - 3 Curriculum Guide
- 4 Placement Tests
- 6 Adapted CLASS Materials
- 7 Teaching Packet (Older Adults)
- 8 Tutor Training
- 10 Teachers' Manual
- 11 Consumer Math
- 12 Consumer Math
- 13 Consumer Math
- 14 Charts/Graphs Instruction
- 15 Manual (Older Adults)

C - 2 Training Counsleing Mentors
- 5 Debt Counseling Handbook

CL - 3 Urban Resources Guidebook
- 5 Linkage Handbook
- 6 Resource Manual

COR - 2 Curriculum
- 4 Diploma Handbook
- 7 Curriculum
- 10 Process Handbook
- 11 Process Handbook
- 12 Process Handbook

D - 2 Exemplary Programs List, Slide-Tape Orientation
- 3 "Teaching Tips"
- 4 "Bright Ideas"
- 5 Algebra Handbook
- 9 Resource Directory
- 14 Training Package

E - 1 Delivery System Monograph
- 4 Evaluation Planning Handbook

EMP - 1 Resource Guidebook
- 5 Instructional Model
- 6 Trainership Curriculum
- 7 Trainership Curriculum
- 8 Trainership Curriculum
- 9 Business & Industry Model, Handbook

ESL - 2(A) Instructional Guides
- 5 Packaged Materials
- 9 Teachers' Guide
- 10 Training Audio Tapes
- 13 Employability Handbook

GED - 3 Remediation Packets
- 5 Newspaper Mini-lessons
- 6 Newspaper Mini-lessons

H - 2 Instruments, Reports
- 7 Brochure, Poster
- 8 Complete Program, Training
- 9 Curriculum

LD - 2 Modules
- 3 Training Manual
- 7 APL-based Curriculum
- 8 Deinstitutionalized Model
- 9 Curriculum
- 11 Curriculum, Guide
- 14 Training Materials
- 15 Curriculum
- 16 Curriculum
- 17 Curriculum for Severly Retarded
- 19 Teachers' Guide
- 21 Handbook

R - 1 Community Relations Kit
- 2 Survey Process
- 3 Manual
- 4 Manual
- 6 Handbook
- 7 Correspondence System

S - 4 CBAE Handbook
- 6 Manuals, Newsletter
- 8 Monograph, Slide/Tape
- 9 Role Models
- 10 Videotapes, Guide
- 12 Slide Program, Materials
- 14 Resource List
- 17 Handbooks, Materials
- 20 Certification Study
- 22 Group Techniques Videotapes, Manual
- 24 Conference Proceedings

T - 2 Volunteer "Recipe" Book
- 3 Slide Show, Handbooks
- 5 Orientation Book
- 11 Handbook
- 21 Slide/Tape, Guide
- 22 Process Manual
- 23 Process Manual

TEC - 5 Cable TV Process Guide
- 7 Training Package for Computer Assisted Learning (CAL)
- 8 Public TV Programming
- 9 CAL Software Programs
- 10 Video Course
- 12 Videotape Series
- 15 CAL Software
- 17 Micro-Computer Reading System
- 18 Micro-Computer Reference Manual
- 20 CAL Discettes, Audio-tapes
- 21 TV Reading

W - 1 Resource Handbook
- 2 Career Manual